

# New Directors Training

Office of Special Education  
July 15, 2020



*Working Together for Student Success*



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# Participant Questions

Questions from today's presentation may be sent to:

[specialeducation@doe.in.gov](mailto:specialeducation@doe.in.gov)



# Morning Agenda

- **Welcome-Special Education in Indiana**
- **FAPE Considerations and COVID-19**
- **Monitoring Team Updates**
  - **Results-Driven Accountability**
  - **Indicators 4,9, and 10 - Disproportionality**
  - **Cultural Competency**
  - **Social Emotional Learning**
  - **Indicator 5 - Least Restrictive Environment**
  - **Indicator 6 - Preschool LRE**
  - **Indicator 7 - Preschool Assessment**



# Morning Agenda

- **Monitoring Team Updates**
  - **Indicator 12 - Part C to Part B Transition**
- **Morning Break: 15 Minutes**
- **Monitoring Team Updates**
  - **Secondary Transition and the Certificate of Completion**
  - **Indicator 11 - Initial Evaluations**
  - **1% Cap on Alternate Assessment**
  - **No Mode of Communication**
  - **State Systemic Improvement Plan**
  - **Indiana IEP Updates**
  - **Data Reporting and the LINK Initiative**



# Afternoon Agenda

- **Lunch Break: 30 Minutes**
- **Fiscal Team Updates**
  - **State Funding**
  - **Part B Grants**
  - **Significant Disproportionality**
  - **Special Education Excess Costs (SEEC)**
  - **Medicaid and IndianaMAC**
- **Afternoon Break: 15 Minutes**



# Afternoon Agenda

- **Parent Resources and Recourse**
- **Dispute Resolution Team Updates**
  - **Informal Dispute Resolution**
  - **Formal Dispute Resolution**
  - **I-CHAMP**
  - **Compliance During COVID-19**
  - **Legislative Information and Updates**
- **Final Thoughts**



# Special Education in Indiana

Opening Remarks from Dr. Nancy Holsapple  
Director of Special Education



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# Special Education in Indiana

## Training and Retaining Special Education Teachers

- **Today's New Director Training**
- **Aspiring Special Education Leadership Institute**
- **CEC Project**
- **IDOE and OSE Newsletters**

# Stay in Touch with IDOE

## Dr. McCormick's Weekly Update

Indiana Department of Education's (IDOE) weekly newsletter.

Important updates from all IDOE offices.

Sign up by going to the [IDOE website](#)!

## From the Director

Office of Special Education's (OSE) monthly newsletter.

Important updates from OSE.

Sign up by going to the [OSE website](#)!



# Up Next

## FAPE Considerations During COVID-19



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# FAPE Considerations during COVID-19

**Traci Tetrick, Esq.,**  
Assistant Director, OSE



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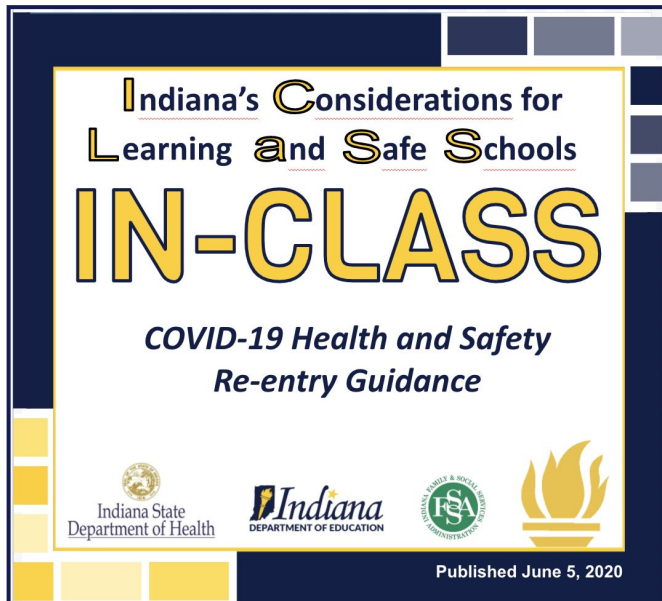


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# COVID-Related Questions



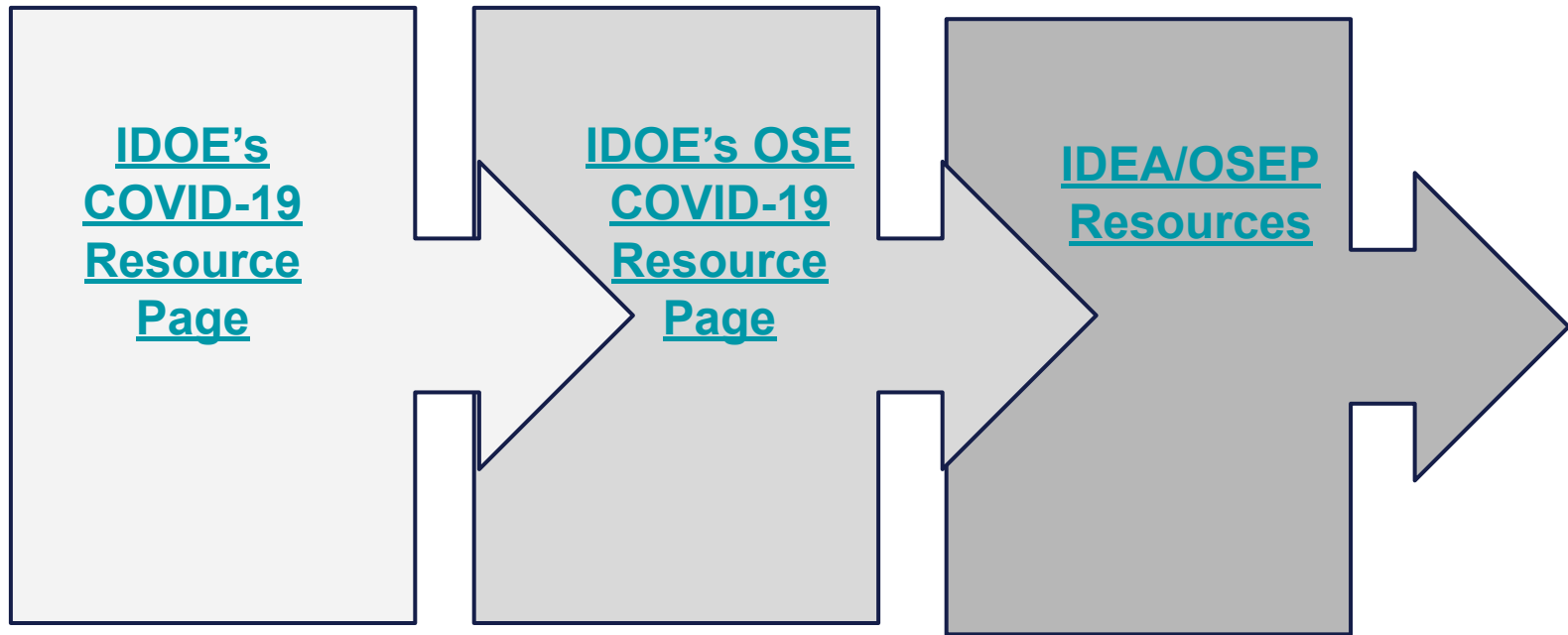
All questions related to information shared via the IN-Class re-entry document should be directed to the IDOECOV-19 email, as questions are tracked in order to provide the most effective customer service.

[idoecovid-19@doe.in.gov](mailto:idoecovid-19@doe.in.gov)



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# COVID-Related Questions



# OSE COVID and Re-entry Resources

## [COVID-19 Guidance and Resources | IDOE](#)

- Memo on Meeting IDEA/Article 7 Timelines
- Revised OSE - Evaluation Timeline Guidance COVID-19 (May 8, 2020)
- Remote IEP Meetings
- Making Changes to the Individualized Education Program (IEP) without a Case Conference Committee (CCC) Meeting in Response to COVID-19 Closures
- Progress Monitoring During the COVID-19 Pandemic
- Continuous Learning and Accommodations
- Recovery Services, Compensatory Services, and ESY



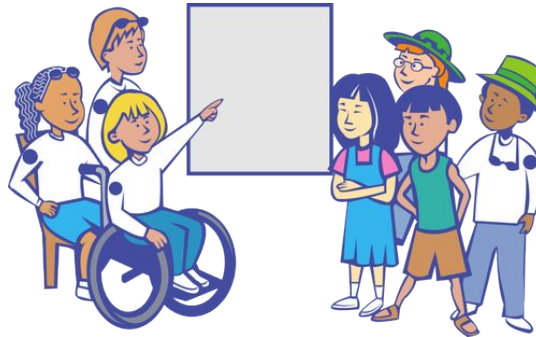
**Generally, be sure to communicate with parents/guardians and...  
document, document, document!**



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# FAPE Considerations 2020

- Article 7 requires the provision of a free appropriate public education (FAPE) to students with disabilities.
- Fluidity of students between traditional, remote, and blended service delivery locations in response to COVID-19 creates additional FAPE considerations.



# FAPE Considerations 2020

## Services Provided in School Building

- IEP fully reinstated
- Ensure a safe learning environment
- Special transportation
- Response to re-entry (any new areas of concern?)
- Discussion of recovery services or compensatory services

## Services Provided Remotely

- Equity and accessibility
  - Potential limitations or changes
  - Comparable services
- Parent support /training
- Progress Monitoring
- Formal plan for ongoing communication

## Services Provided in Blended Delivery

- Equity and accessibility
- Consistency
- Parent support / training
- Progress Monitoring
- Formal plan for ongoing communication



# Educational Placement / LRE

*Educational placement does not refer to a location.*

## 511 IAC 7-42-6(f)(9)

An IEP must contain identification of the placement in the least restrictive environment.

## 511 IAC 7-42-10(a)(3)

The CCC determines the placement in which a student will receive services. The student's placement is based on the student's IEP, reviewed at least annually, and in the school that the student would attend if not disabled, unless the IEP requires some other arrangement.

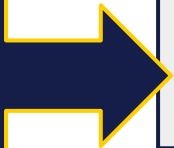
### [Online Learning and IDEA Educational Environments](#)

- resource for understanding LRE
- includes sample scenarios and descriptions



# LRE If a Student Tests Positive

**Student  
Tests  
Positive**



CDC has recommends three days of no fever, respiratory symptoms have improved, and ten days since first symptom appeared.

## **Consider**

**What was the student's LRE before?**

**How will instruction for this student continue despite the situation?**

If the student had contact with someone with a person with COVID-19, the CDC recommends they stay home for 14 days after their last exposure.



# Returning to School

## Returning to School



## Returning to Business as Usual

- Some level of discomfort is expected for both students and adults.
- Discomfort may stem from concerns about health and safety, as well as the effects of long-term stress on the body.

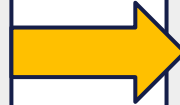
## The Effects of Stress on Learning

Research in the areas of trauma, child development, and human motivation shows that children who have experienced a threat to their perceived safety may have more difficulty focusing their minds and bodies on learning. The CCC should consider how they can meet the child where they are, until they are in a frame of mind in which meaningful learning can take place.



# Parent Opts for Remote Learning

Whether it be medically fragile children or general risk of COVID-19 exposure, convene the CCC to determine how the student's IEP should be revised to reflect where the student will be located and how services and accommodations will be modified as a reflection of remaining at home.



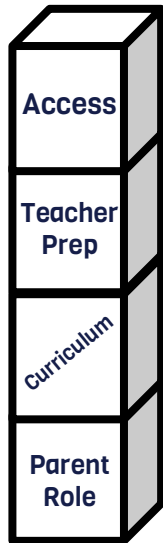
A lot will depend on what your LEA will be offering in terms of in-person, remote, or some hybrid form of instruction.



# FAPE When Parent Elects Remote Option

## SCHOOL PROVIDES FAPE

Appropriate supports in place providing virtual school infrastructure for special education



*Appropriate*



*support*



*at every level*



*...allows parent to  
fulfill learning coach  
role ONLY*

## PARENT PROVIDES FAPE

Lack of virtual school special education infrastructure and support leaves the parent to compensate by taking on additional work that the virtual school is responsible for



*A lack of*

*support*

*at any level*

*...requires  
parents to fill  
in the gaps*



# FAPE When Parent Elects Remote Option

## Unreasonable Burden on PARENT PARENT PROVIDES FAPE

Lack of virtual special education infrastructure and support for virtual learning leaves the parent to compensate by taking on additional work that the school is responsible for

The parent noted in the complaint, "It was ALL on me to modify anything that was being taught to my son." Further, the parent noted that when she questioned the online school staff, she was told, "What you want in modifications just cannot happen" and "we do not have the ability to go into the online school and manually make modifications to the [virtual school] curriculum if this is what you are thinking of as modifications." The parent also commented in her complaint that she lacks the training or knowledge to modify her child's curriculum.



# Revising IEPs

The CCC may, but is not required to, include distance learning plans in a child's IEP that could be triggered and implemented during a selective closure due to a COVID-19 outbreak. Such contingent provisions may include the provision of special education and related services at an alternate location or the provision of online or virtual instruction, instructional telephone calls, and other curriculum-based instructional activities, and may identify which special education and related services, if any, could be provided at the child's home. [QA-5, March 2020 OSEP Guidance](#)

**Contingency Plans**

**Individualized Distance  
Learning Plan**



# Revising IEPs

**“Making Changes to the Individualized Education Program (IEP) without a Case Conference Committee (CCC) Meeting in Response to COVID-19 Closures.”**

**[Located on the OSE COVID-19 Page](#)**

**EdPlan Connect is available to schools until September 30. IDOE is in the process of extending this service past that date.**



# Up Next

## Monitoring Updates



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# OSE Monitoring Team

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Specialist  
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# Results-Driven Accountability (RDA)

**Kristan Sievers-Coffer,**  
Senior Special Education Specialist

**Brandon Myers,**  
Data Specialist



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# RDA 101

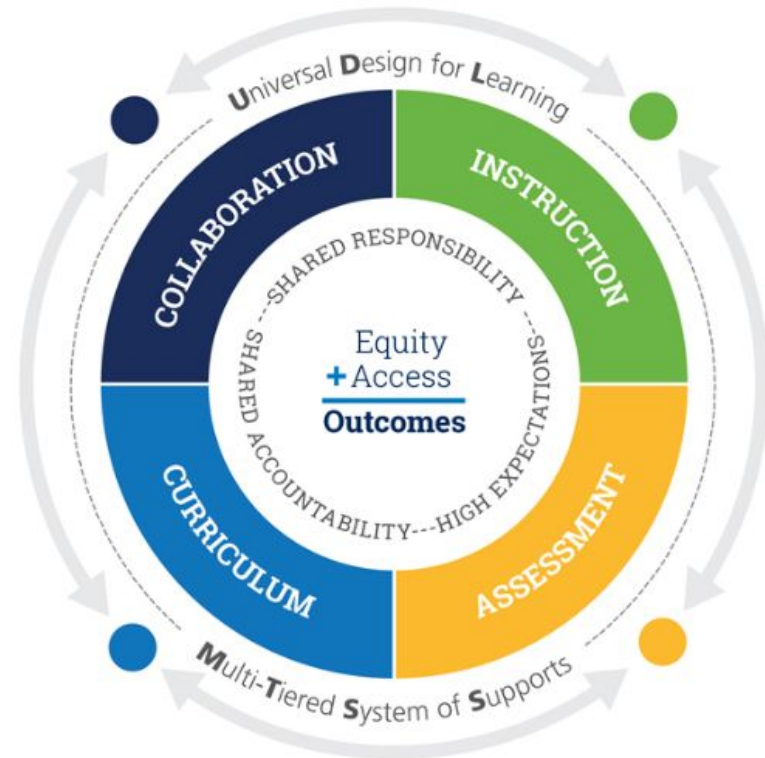
## Results-Driven Accountability (RDA)

A comprehensive look at a district system

A shift from compliance only

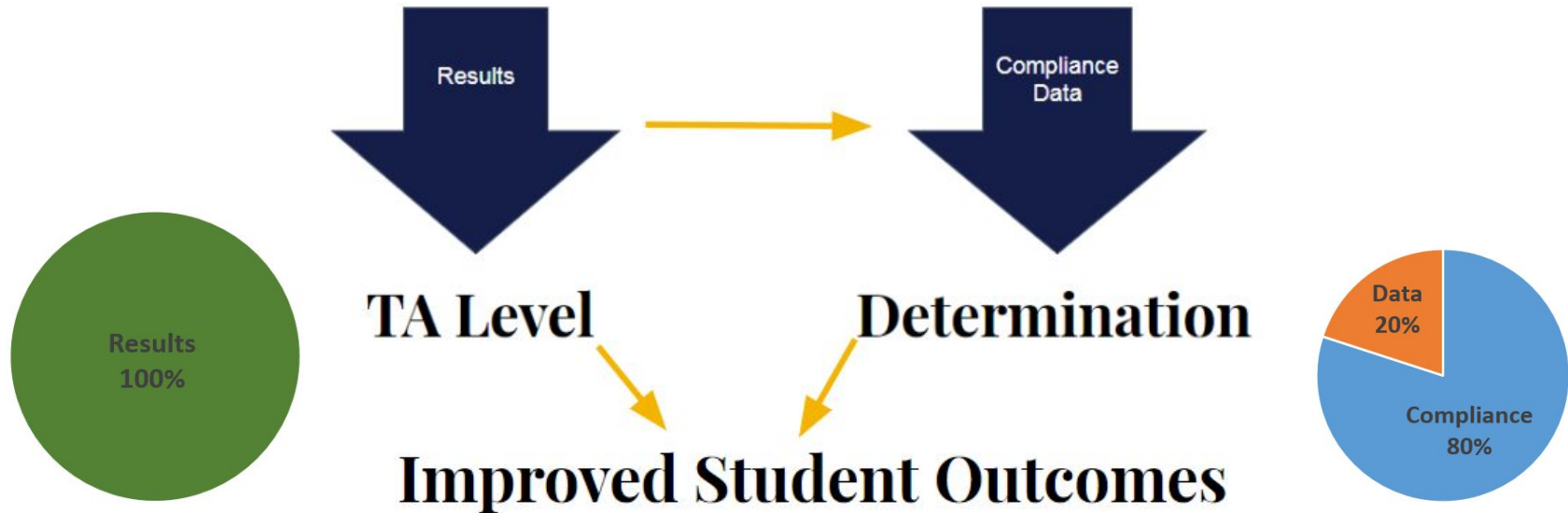


to results, compliance, and data timeliness



# Level of Support & Determination

## Results Driven Accountability



# Breakdown of Results

## Differentiated Level of Support

Scoring Area	Section Index	Weight
Results Matrix		100%

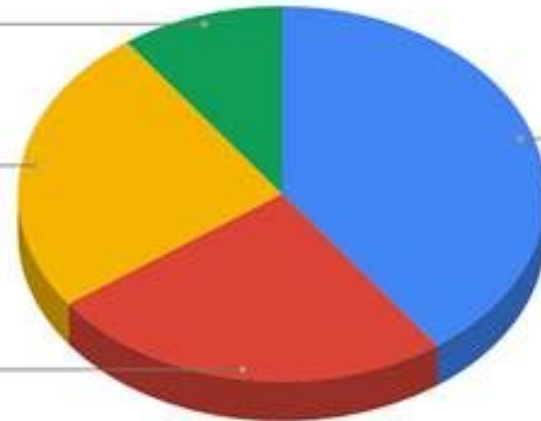
## Results

Preschool  
10.0%

Grad Rate  
25.0%

LRE  
25.0%

Assessment  
40.0%



# Enrollment Groups Based on Size

Less than 1,000  
students

54 LEAs

1,001 - 2,500 students

130 LEAs

2,501 - 10,000 students

87 LEAs

10,001 - 30,000  
students

23 LEAs

Charter/Labs/State/  
Turnaround

107 LEAs



# Quintiles: Assigning the Score

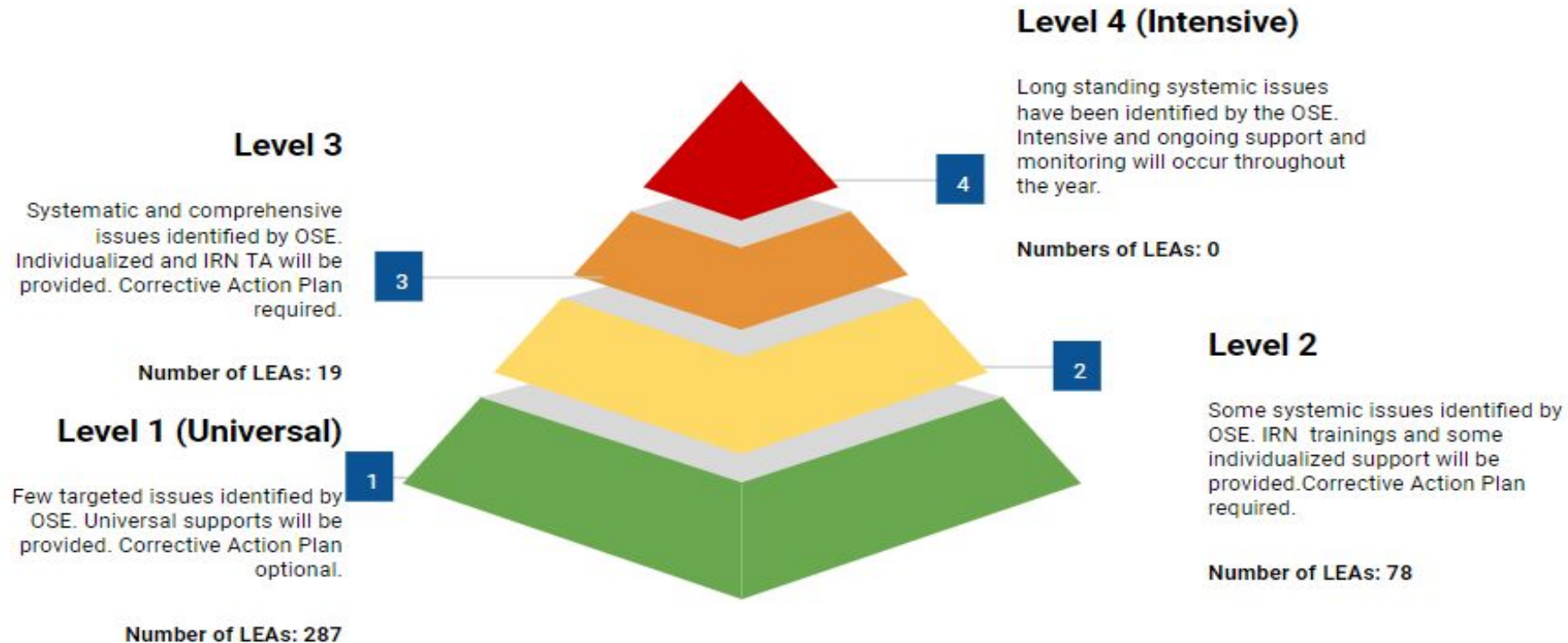
All local education agencies are assigned a score based on their placement in a quintile (five equally divided groups) within the appropriate enrollment group.

If there are less than 10 students in an area, no score is generated.

Quintile	Points
Top 20% of LEAs	5
Next 20%	4
Next 20%	3
Next 20%	2
Bottom 20%	1

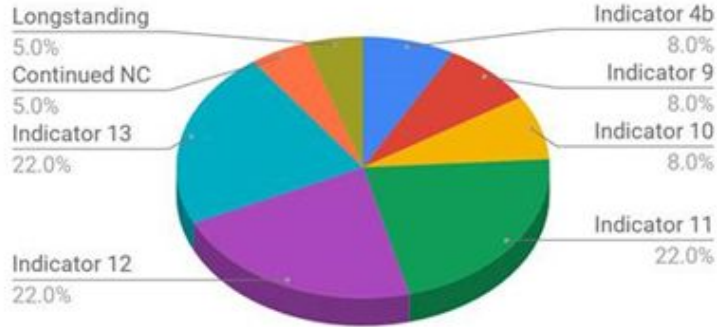


# Final Results Levels

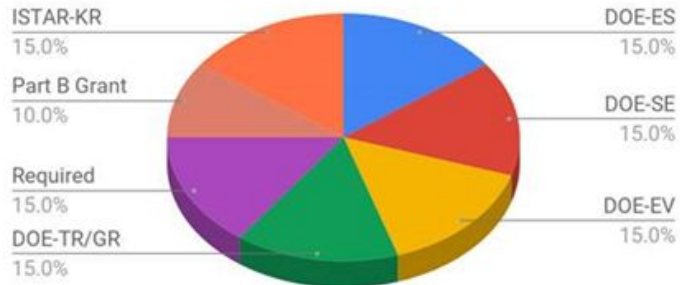


# Breakdown of Determination Score

## Compliance



## Data



## Determination

Scoring Area	Section Index	Weight	Adjusted Index
Compliance Matrix		80%	
Data Collection Matrix		20%	



# RDA Planning Tool

- Explore root causes of success gaps
- Focus on policies, practices and procedures that maintain those gaps and opportunities for growth
- Identify targeted resources to address needs particularly for the FOCUS GROUP(s) related to area of non-compliance
- Develop a focused, data-based, and measurable action plan that is responsive to prioritized gaps
- Special education is part of a greater system



# Targeted Action Plan

## Student Success Areas

Content Area	Subcomponent (Will Populate only with subcomponents relevant to content area)	Measurable Baseline	Targeted Actions We Will Take	Measureable Outcome Goal	Timeline for Action	How Our Progress will be Measured (Approach/Tool and Frequency)
Select						
Select						
Select						
Select						
Select						
Select						
Select						
Select						
Select						
Select						

## Indicators 4, 9, 10

File Review Component	Trends to Address	Measurable Baseline (type below)	Targeted Actions We Will Take	Measureable Outcome Goal	Timeline for Action	How Our Progress will be Measured (Approach/Tool and Frequency)
Select						
Select						
Select						
Select						
Select						
Select						
Select						
Select						



# Up Next:

**Indicators 4, 9, and 10 -  
Disproportionality**



# Indicators 4, 9, and 10 - Disproportionality

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Senior Special Education Specialist



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# Definition

**Disproportionality refers to a group's representation in a particular category that exceeds expectations for that group, or differs substantially from the representation of others in that category.**

**Disproportionality is the over-representation of minority students identified with a disability under the IDEA.**

**When a group's numbers in special education are statistically higher than they should be, they are considered disproportionate.**




# Calculation

**Risk index:** The percentage of a subgroup placed in a particular category

40 out of 2,100 (1.9 %) of White students in a school district are identified with Autism

Example of Indicator 10 calculation



		A	B	C	D	E	F	G
		Total Enrollment	White Enrollment	Total Students with Autism	White Students with Autism	Risk Index for White Students (D) ÷ (B)	Risk Index for all other students (C-D) ÷ (A-B)	Relative Risk Ratio E ÷ F
2017-18	Friendly School Corp	5,200	2,100	60	40	.019048 (1.9048%)	.006452 (.6452%)	2.9524
2018-19	Friendly School Corp	5,350	2,120	56	38	.017925 (1.7925%)	.005660 (.5660%)	3.1667
2019-20	Friendly School Corp	5,350	2,150	58	40	.018605 (1.8605%)	.005625 (.5625%)	3.3075



# Calculation

**Relative Risk:** Comparison of the risk of placement for one group to the risk of placement for another group

White students: 40 out of 2,100 (1.9 %) are identified with Autism

All other races of students: 20 out of 3100 (.65 %) are identified with Autism

- White students are 2.95 times more likely to be identified with Autism than other students ( $0.019/0.0065 = 2.95$ )

Example of Indicator 10 calculation

		A	B	C	D	E	F	G
		Total Enrollment	White Enrollment	Total Students with Autism	White Students with Autism	Risk Index for White Students (D) ÷ (B)	Risk Index for all other students (C-D) ÷ (A-B)	Relative Risk Ratio E ÷ F
2017-18	Friendly School Corp	5,200	2,100	60	40	.019048 (1.9048%)	.006452 (.6452%)	2.9524
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# Indicators 4, 9, 10

## Discipline

4A-LEA rate compared to state rate for students with disabilities for out of school suspension/expulsion totaling more than 10 days

4B-LEA rate compared to state rate for students with disabilities for out of school suspension/expulsion totaling more than 10 days by race/ethnicity

## Identification

9-LEA rate of one race compared to LEA rate for all other races of students identified with disabilities in the LEA

10-LEA rate of one race and eligibility category compared to LEA rate for all other races of same eligibility category of students identified with disabilities in the LEA



# Indicators 4, 9, 10

## Thresholds

Over a 2.0 risk ratio  
for three  
consecutive years

Do not pass the  
policy/procedure  
OR file review

## Next Steps

Districts are  
notified in  
November of each  
year as part of RDA

Must complete tabs  
in RDA Planning  
Tool

## Explanation Document

[Disproportionality  
Indicators and  
Significant  
Disproportionality  
February 2020](#)



# File and Policy/Procedure Review

Identifying Information						
Was the student removed from his/her current educational placement for more than 10 consecutive days for a single offense or more than 10 cumulative days in the school year? If YES, CONTINUE. If NO, STOP.		Removal for any part of a day counts as a whole day of OSS. If special transportation is part of the student's IEP, then any days suspended from the bus count toward 10 day total unless the school documents and makes other arrangements to transport the student. Days and partial days of in-school suspension (ISS) also count as OSS days, unless documented special education services are provided during the ISS.				
Did the school determine that the removal constituted a disciplinary change of placement? If YES, CONTINUE. If NO, STOP.		511 IAC 7-44-2(a) defines a disciplinary change of placement as a removal or series of removals that is for more than 10 consecutive instructional days, a series of removals that constitute a pattern because a) the series of removals cumulate to more than 10 instructional days in the school year, b) the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and c) additional factors such as length of each removal, cumulative time removed, proximity of removals. The school determines on a case-by-case basis whether a series of removals constitutes a pattern that results in a change of placement. 7-44-2(c) notes unique circumstances that can be taken into consideration when making this decision.				
Reviewer		Enter Reviewer Name Here				
Last 4 digits of student STN		Enter Last 4 Digits of STN Here				
Criteria with Article 7 Reference	Notes to Reviewer	Rating Scale				Reviewer Comments and Notes
General Disciplinary Procedures		Select the rating that best describes the file materials available for review by highlighting the corresponding cell.				Note any comments or questions below
Parent notification of change of placement. 511 IAC 7-44-4	Parent notification and procedural safeguards are to be provided on the date that the school decides to make a removal that results in a change of placement. If the school is unable to notify the parent on that date, the notice is to be mailed to the parent no later than the following business day.	Evidence that notice was provided to parent within the required timeline.	Evidence that notice was provided to the parent, unclear whether within the required timeline.	Evidence that notice was provided to the parent but not within the required timeline.	No evidence of notice provided to parent.	
Appropriate services were provided during the removal. 511 IAC 7-44-5	Appropriate services are those needed to enable the student to 1) continue to participate in the general education curriculum, although in another setting; 2) progress toward meeting IEP goals; 3) receive, as appropriate, a FBA and BIP to address the behavior violation.	Evidence that services were provided and were appropriate for the student.	Evidence that services were provided; appropriateness is questionable or unclear.		No evidence that services were provided during the removal.	
CCC meeting was held within 10 instructional days of the decision to change the student's placement. 511 IAC 7-44-5(a)		CCC meeting was held within the required timeline.			No evidence that the CCC meeting was held within the required timeline.	
CCC reviewed all relevant information in the student's file, including the student's IEP, any teacher observations, and information provided by the parent to determine if the conduct in question was 1) caused by, or had a direct and substantial relationship, to the student's disability; or 2) the direct result of the school's failure to implement the student's IEP. 511 IAC 7-44-5(b)		CCC reviewed all of the relevant information to make a decision about the cause(s) of the conduct.	CCC reviewed some of the relevant information to make a decision about the cause(s) of the conduct.		CCC did not review any of the relevant information to make a decision about the cause(s) of the conduct.	
Decision of CCC						

[File Review Tool \(different tabs for each indicator\)](#)



# Common Themes in File Review

## Discipline

- Communication to parent/family
- Timeline of notice(s)
- Manifest decision questionable/unclear
- Services not provided during removal
- No FBA or Review of existing BIP
- Review of information limited
- No MDCC held
- Information from prior CCC in documents

## Notices and Determinations

- Timeline
- Incomplete/General Notification of Initial Findings and Proposed Placement
- Lack of evidence of signed consent
- No evidence of consent of additional suspected disability added to evaluation
- Lack of evidence of signed IEP
- Errors (inaccurate information, inconsistent information, dates incorrect, etc.)
- General CCC notes

## Completion of Evaluation

- Lack of adaptive behavior in multiple settings
- Lack of classroom observation or observation not systematic in nature
- No FBA
- No Social Development History
- LI evaluation incomplete (e.g. no assessment of pragmatics)
- No SLD certification
- SLD certification General/Missing Opinions
- Separate SLD certification
- No ASD Alignment



# Password Protected Dispro Data

## [Equity in Indiana Website](#)

Please email [Kristan](#) if you do not have your district password



# Cultural Competency

**Kristan Sievers-Coffer,  
Senior Special Education  
Specialist**



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# Cultural Competency

[Indiana Disproportionality Resource Center website](#)

[IDOE Cultural Competency website](#)

**Laws**

**Evidence-Based Best Practices**

**Resources**

**HEA 1419 (2009) Resources**

**Professional Development**



# Guide for Equity Consideration

## CISC Equity, Inclusion and Cultural Competency Committee's Proposed Guide for Equity Consideration

- The Guide for Equity Consideration is designed to assist decision-makers in examining how proposed actions will affect different groups of people.
- It can be used to identify and help address the unintended consequences of policies, practices, and decisions on disparate populations.
- We recommend utilizing this framework as a tool to incorporate the voices of those most impacted by decisions being made on behalf of Indiana's children.



# Social Emotional Learning

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Senior Special Education  
Specialist



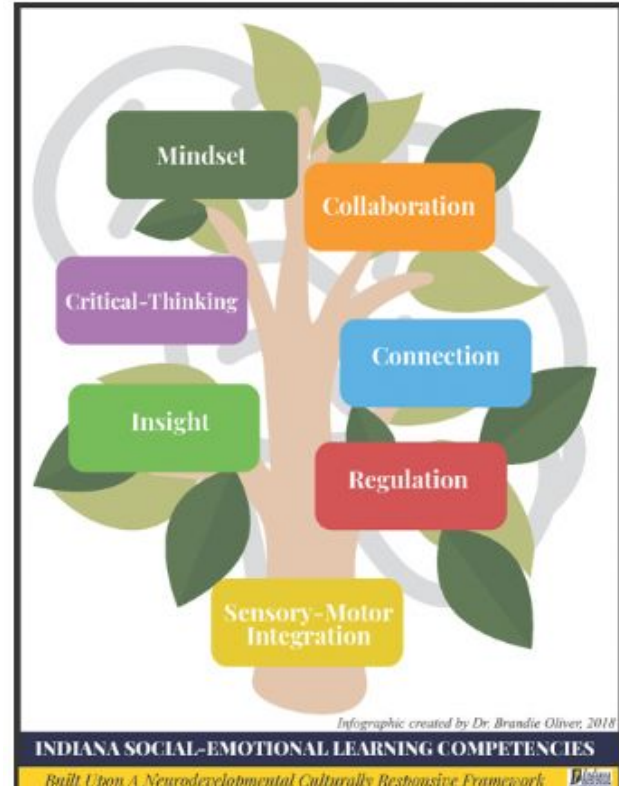
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# Social Emotional Learning

- [Social, Emotional, and Behavioral Wellness | IDOE](#)
- Roadmap for SEL Re-entry
- SEL Learning Competencies
- Multiple toolkits
- Staff and Student Wellbeing
- PD Videos



# Up Next

## Indicator 5 - Least Restrictive Environment



# Indicator 5 - Least Restrictive Environment

**Brandon Myers,**  
Data Specialist



*Working Together for Student Success*



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# Indicator 5: 6-21/KG LRE

- **Least Restrictive Environment**
- Public agencies are responsible for providing FAPE in the least restrictive environment.

Age 6 - 21 and all Kindergarten (KG)
50 = Regular classroom (80% or more)
51 = Resource room (40-79%)
52 = Separate class (less than 40%)
53 = Separate Day School Facility (+50%)
54 = Residential Facility (+50%)
55 = Correctional Facility
56 = Parentally placed in Private School
57 = Student's disability requires home services as determined by case conference committee



# LRE 6-21/KG Reporting Families

**A**

- ★ LRE Code 50
- ★ Part of RDA Matrix
- ★ Part of LRE Comprehensive Monitoring and TA

**B**

- ★ LRE Code 52
- ★ Part of LRE Comprehensive Monitoring and TA

**C**

- ★ LRE Codes 53, 54, and 57
- ★ Part of LRE Comprehensive Monitoring and TA



# Federal Age/Grade Classifications

NEW



## IDEA Educational Environments

### Preschool

Age  
3 -5 AND  
Grade  
PK

### School Age

Age  
6- 21 OR  
Grade  
KG

## IDEA (all other monitoring/fiscal)

### Preschool

Age  
3 -5

### School Age

Age  
6- 21



# New Environment Coding

- 5-year old in PK
- 5-year old in KG
- 6-year old in PK
- 6-year old in KG



Preschool codes



School-age codes



School-age codes



School-age codes

**PS Codes**  
**26 - 29, 33 - 38**

**School-Aged Codes**  
**50 - 57**



# Up Next

## Indicator 6 - Preschool LRE



# Indicator 6 - Preschool LRE

**Jessica Tomasino,**  
Special Education Specialist

**Sarah Parks-Reese,**  
Pre-K Expansion Specialist



*Working Together for Student Success*



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# Indicator 6: Preschool (3-5) LRE

## *Least Restrictive Environment*

- Public Schools are responsible for providing FAPE in the least restrictive environment.
- OSEP defines a regular early childhood program as one which includes a majority (at least 50%) of nondisabled peers (those who do not have IEPs).
- We will be having conversation about adding Preschool LRE to RDA as a scored indicator for the upcoming year (currently unscored)

[Decision Tree](#)



# Indicator 6: Preschool (3-5) LRE



**[Early Learning Guidebook](#)**

**[Preschool Inclusion  
Directory](#)**

**Preschool Inclusion  
Impact Project (PIIP)**

**[Community of Practice](#)**



# Indicator 7 - Preschool Assessment

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*Working Together for Student Success*



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@TomasinoJess3



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# Indicator 7: Preschool Assessment

- Three Reporting Categories
  - Outcome A: Social Relationships
  - Outcome B: Knowledge and Skills
  - Outcome C: Actions to Meet Needs
- Summary Statements
  - *Summary Statement 1:* Showing greater than expected growth
  - *Summary Statement 2:* Exiting the program within age expectations
- Who takes the assessment?
  - For OSEP reporting, all students with IEPs must take the assessment
- When is it given?
  - *Entrance:* Within 6 weeks of a student entering the program
  - *Interim:* (Optional) any point along the way, suggested for progress monitoring
  - *Exit:* Prior to exit of preschool program, and must have been in program for 6 months+



# Indicator 7: Preschool Assessment

## Indiana Student Performance Readiness and Observation of Understanding Tool (ISPROUT)

- **Measurement of Skills from Infancy to KG**

- Social and Emotional Skills
- English/Language Arts
- Mathematics
- Physical Development
- Science
- Social Studies

Felecia Jordan  
Preschool Assessment Specialist  
[FJordan1@doe.in.gov](mailto:FJordan1@doe.in.gov)

- **Three Reporting Categories**

- Social/emotional
- Knowledge and skills
- Independence/motor coordination
- **Web or app-based instrument utilized by teachers to rate students based on their ongoing observations of children engaged in typical daily routines and activities.**
- **Required Training and Certification Process to collect observations**



# Indicator 12 - Part C to Part B Transition

**Jessica Tomasino,**  
Special Education Specialist



*Working Together for Student Success*



@EducateIN



#IndianaOSE

# Indicator 12: C to B Transitions

- Memorandum of Understanding (MOU) between IDOE and FSSA ensures the Part C (First Steps) to Part B (Preschool Programs) transition is a smooth one and in accordance with IDEA.
  - ALL First Steps transitions are provided the right to FAPE under IDEA
    - Educational evaluation and eligibility is determined at the CCC
    - No screening out First Steps Transition
- IEP developed and Implemented on or before the THIRD birthday

If a referral is made to First Steps with less than 45 days until THIRD birthday, it becomes a parent referral on EV report and LEA makes reasonable effort to convene CCC ASAP, but no later than 50 instructional days after receiving written consent to evaluate.

[Allowable Codes](#)



[Full Transition Guidance](#)



[Flow Chart](#)



# Let's take a 15-minute break!

## Up Next

Secondary Transition  
and the Certificate of  
Completion



# Secondary Transition and the Certificate of Completion

Michelle Oja,  
Special Education Specialist



*Working Together for Student Success*



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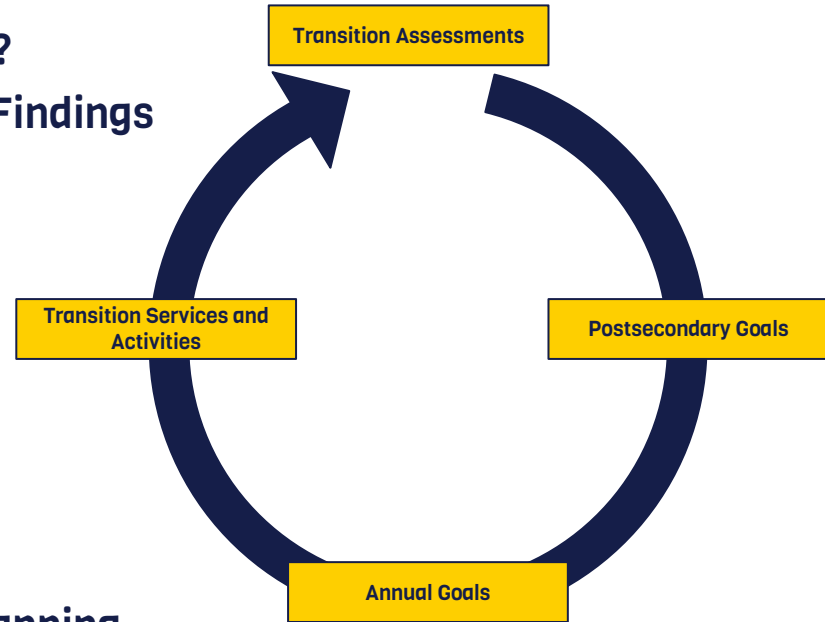
@michelleojaIN



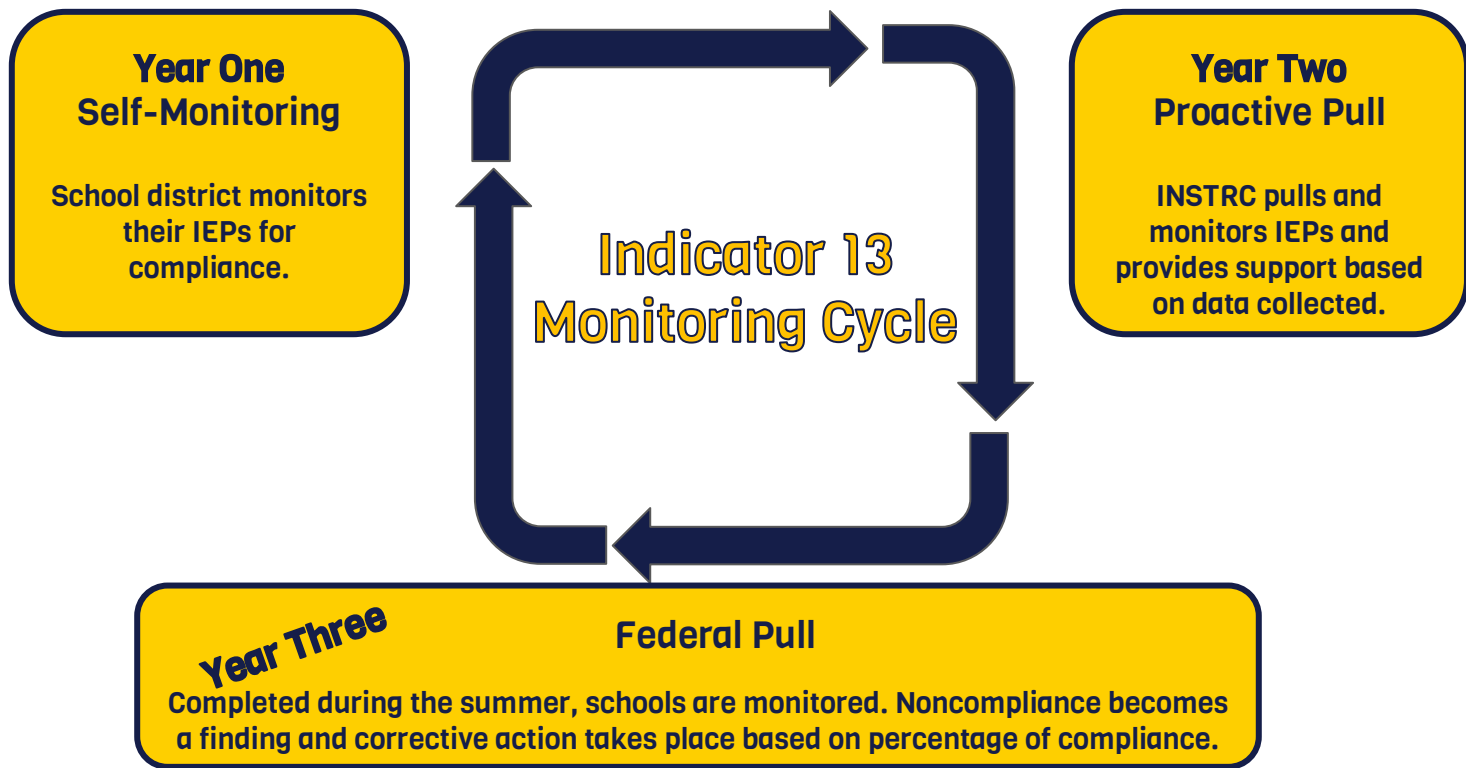
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# Transition IEPs (Indicator 13)

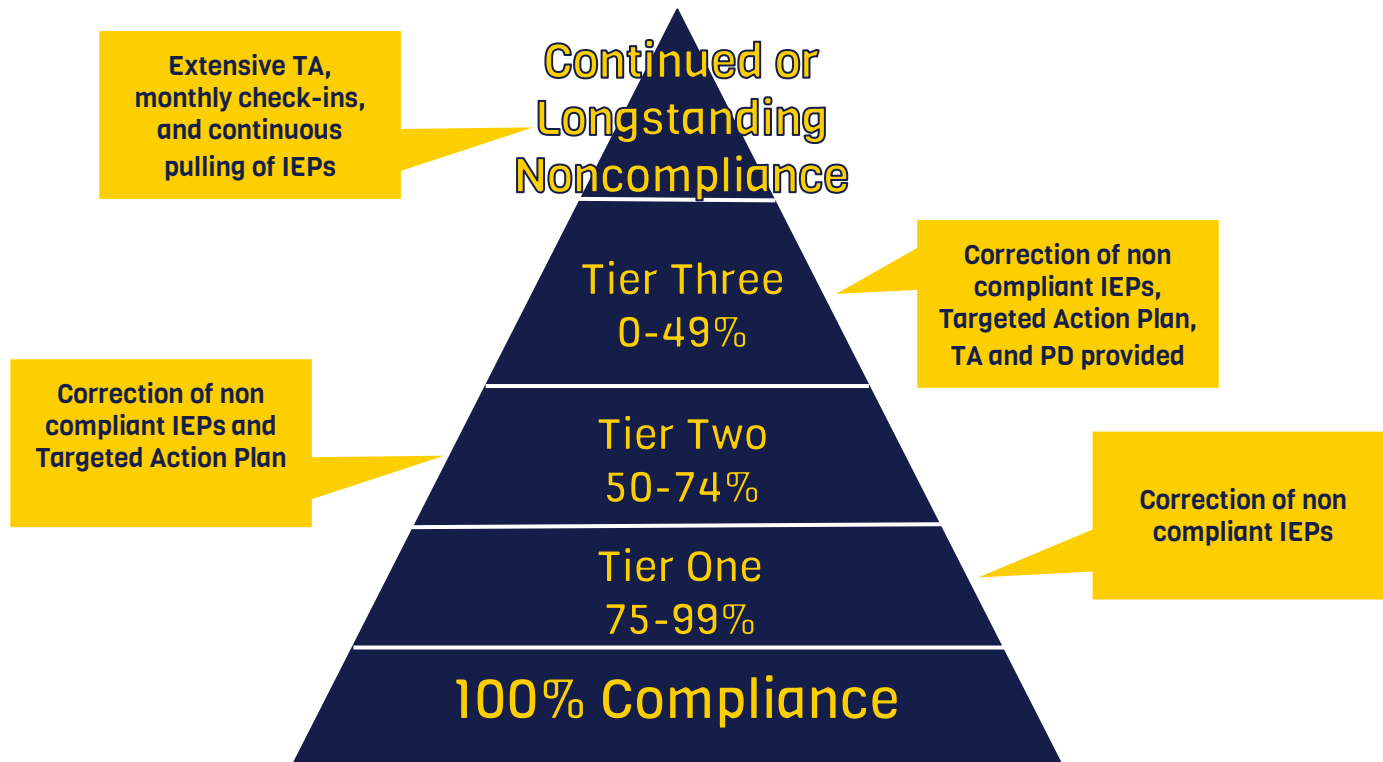
- **What are the components of the Transition IEP?**
  - Transition Assessments and Summary of Findings
  - Postsecondary Goals
  - Transition Activities and Services
  - Annual Goals
- **Indicator 13 is on a three year rotation**
  - Year One: LEA directed monitoring
  - Year Two: Proactive pull
  - Year Three: Federal pull
- **Self-monitoring is key to ensuring transition planning is effective, and IEPs are compliant.**



# Indicator 13 Monitoring Cycle



# Indicator 13 Compliance Tiers



# Post-School Outcomes (Indicator 14)

- One year after a student graduates or exits high school they are surveyed to see whether or not they have pursued postsecondary education/training and/or employment
- In the past, a random sampling of the state was done. Now every LEA will have students contacted.
- What does this mean for you?
  - New data to help determine whether or not transition planning and programming is leading to meaningful outcomes for students
  - Share out the newly updated Indicator 14 letter with families of juniors and seniors and point out the What's Next Indiana newsletter as a great resource to sign-up for
  - This year will be the first year this data is shown in the RDA matrix - it is for informational purposes only



# Upcoming Virtual Training on Transition by INSTRC

## **Federal Monitoring Information**

**Monday, August 18**  
**AM Session 10-11:30 ET**  
**PM Session 2-3:30 ET**

## **Transition IEPs**

**Tuesday, August 19**  
**AM Session 10-11:30 ET**  
**PM Session 2-3:30 ET**

## **Annual Goals**

**Wednesday, August 20**  
**AM Session 10-11:30 ET**  
**PM Session 2-3:30 ET**

## **Self-Monitoring, Indicator 14, and Transition Portfolios**

**Friday, August 21**  
**AM Session ONLY 10-11:30  
ET**

## **Registration Information:**

**<http://go.iu.edu/2PHs>**



# Collaboration Opportunities

## For Educators and Para-educators

### Office Hours

- Thursdays beginning in September
- Google Form for signing up will be posted to Moodle in late August

### Unpacking Standards Sessions

How do I breakdown standards in order to write measurable goals for students?

Contact Michelle Oja at [moja@doe.in.gov](mailto:moja@doe.in.gov) to join!

## For Directors and Administrators

### Annual Goals Community of Practice

- Develop technical assistance and professional development on annual goals
- Share best practices for progress monitoring

### Self-Monitoring Workgroup

- Develop best practices for monitoring transition IEPs
- Work to improve post school outcomes for students



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# Transition Cadres

- Seven regional cadres throughout the state
- Have created
  - “Do You Know” Newsletter Series
  - Innovative Interview and Resume Examples
  - Student Data Collection Surveys
  - Self-Determination Webinars
  - The Transition Assessment Matrix
  - Transition Tracking Forms
  - And Much More!
- Anyone can join their regional cadre!



# Virtual Statewide Transition Fairs

**Education/Training**  
**Thursday,**  
**September 17,**  
**7 - 9 p.m. ET**

**Independent Living**  
**Wednesday,**  
**September 30,**  
**7 - 9 p.m. ET**

**Employment**  
**Tuesday,**  
**September 22,**  
**7 - 9 p.m. ET**



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# Certificate of Completion

**1,007/7,269**

Number of Students who exited with a Certificate of Completion in 2019 out of the total number special education students who graduated

**Applied Courses**

Can be offered in the general education setting

**7,242**

Number of students enrolled in Applied Courses during the 2019-2020 school year

**Modification/Accommodation**

Modification means changes in curriculum are required.

**Focus  
on  
Employment**



# Graduation Pathways

## *General Diploma*

All courses are credit earning

A mix of college and career focused courses

Available to all students

40 credits + local graduation requirements

## *Certificate of Completion*

Mix of earning credits or applied units

Emphasis on employment skills

Only available to students with IEPs for whom a diploma is not attainable even with appropriate accommodations

40 credits/applied units



# Up Next

## Indicator 11 - Initial Evaluations



# Indicator 11 – Initial Evaluations

Sarah Mohr,  
Special Education Specialist



@EducateIN



#IndianaOSE

# Indicator 11

- The State target is 100% of initial evaluations are conducted within the established timelines.
- Indicator 11: Percent of children who were evaluated within 50 days of receiving parental consent for initial evaluation.
- Data Collection Analysis: What are we looking for?
  - Did the LEA complete all initial evaluations within the applicable 50 or 20 day timeline?
    - The timeline for an initial evaluation begins with the LEA's receipt of written parental consent. [50 days: 511 IAC 7-40-5(d); 20 days: 511 IAC 7-40-2]
    - Timeline ends with the date the initial case conference was held.

# Indicator 11

Are there any allowable reasons for missing timelines? **YES!**

As related to Indicator 11 there are three allowable exceptions to exceeding the evaluation timeline (i.e. having the eligibility decision for special education services made within either 50 or 20 instructional days from parental consent). They are as follows:

- When a student enrolls in a school of another LEA after the relevant 50 or 20 instructional day time frame has begun, and prior to completion of the evaluation, if the:
  - Subsequent LEA is making sufficient progress to ensure a prompt completion of the evaluation; and
  - Parent and subsequent LEA agree to a specific time when the evaluation will be completed;
- Parent revoked consent for evaluation prior to completion of the evaluation [511 IAC 7-42-15(c)]; or
- When the parent of a student repeatedly fails or refuses to produce the student for the evaluation [511 IAC 7-40-5(d)(3)].

# One Percent Cap on Alternate Assessment

Sarah Mohr,  
Special Education Specialist



@EducateIN



#IndianaOSE

# Accountability Calculation for the Alternate Assessment 2019-2020

The total population of students in the state by subject who were **identified through IIEP** to take the Alternate Assessment during the 2019-2020 school year (I AM)

---

The total number of students in the state by subject who were **identified through IIEP** to test during the 2019-2020 school year (ISTEP+/ILEARN and I AM)

**Indiana is currently at 1.15% in ELA and Mathematics and 1.16% in Science.**

# One Percent Cap on Assessment

More information can be found here:

[ESSA's 1% Cap on Alternate Assessment Participation](#)

[Alternate Assessment Participation Webinar](#)

[Alternate Assessment Participation Guidance](#)

[Participation FAQ](#)

[Participation Flowchart](#)

[New Teacher Webinar Series](#)



Please contact Sarah Mohr if you have any questions [Smohr@doe.in.gov](mailto:Smohr@doe.in.gov)



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# No Mode of Communication

Sarah Mohr,  
Special Education Specialist



@EducateIN



#IndianaOSE

# No Mode of Communication

**A small number of students have no observable way to communicate (designated as No Mode of Communication on the alternate assessment).**

**IDOE is made aware of these students when alternate assessment data is reported.**

# No Mode of Communication Review

**IDOE has developed a systematic review for the students identified as having No Mode of Communication for subsequent years.**

**Please note, IDOE will not complete this review for the 2019-2020 school year due to the COVID-19 Waiver.**

**This review process is outlined in the following slides.**

# No Mode of Communication Review

**Year One:** The student is identified as having No Mode of Communication (NMC) on the alternate assessment. This would occur following the 2021 administration and reported as NMC.

**Year Two:** The student is identified as having NMC on the alternate assessment for two years.

- IDOE reviews the student's IEP for a communication goal and reports back to the corporation with any findings.
- This would include students who were reported as NMC for 2019 and 2021 only.

**Note: No assessment data is available for 2020.**



# No Mode of Communication Review

**Year Three+:** The student is identified as having NMCon the alternate assessment for three or more consecutive years.

- IDOE reviews the student's IEP for a communication goal and reports back to the corporation with any findings.
- IDOE shares this information with our Indiana Resource Network to support corporations with new strategies to assist in moving toward communication by the student.
- This would include students who were reported as NMC for 2021, 2019, and 2018.

**Note: No assessment data is available for 2020.**



# Indiana Inclusive Communication Matters (IICM)



**PATINS**

Support for educators that work with students designated as No Mode of Communication on the alternate assessment

- [Facebook group](#)
- Monthly webinars (PATINS)
- Quarterly meetings

For more information contact Sarah Mohr, [smohr@doe.in.gov](mailto:smohr@doe.in.gov)

# Up Next

## State Systemic Improvement Plan (SSIP)



# State Systemic Improvement Plan (SSIP)

**Jessica Tomasino,**  
Special Education Specialist



*Working Together for Student Success*



@EducateIN



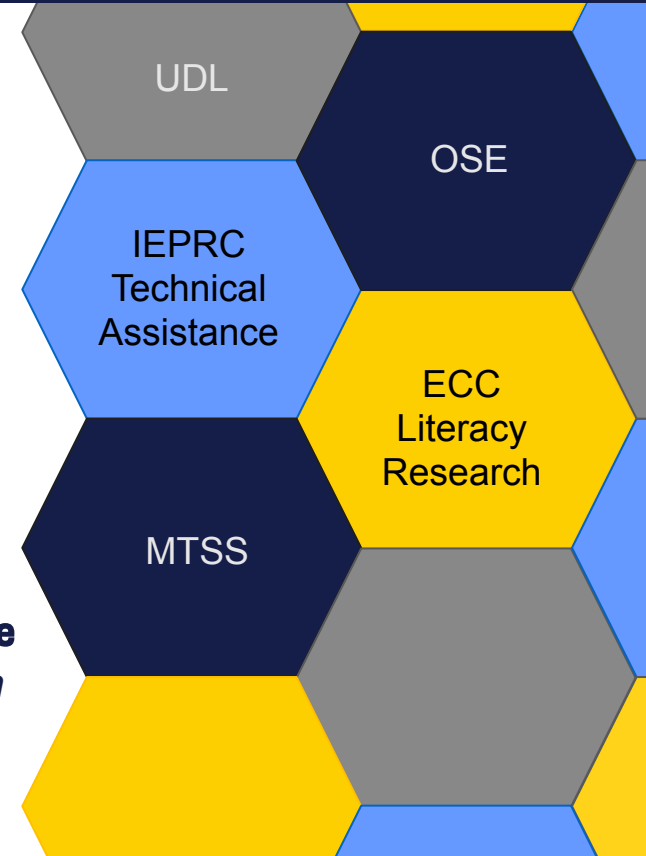
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# Indicator 17: SSIP

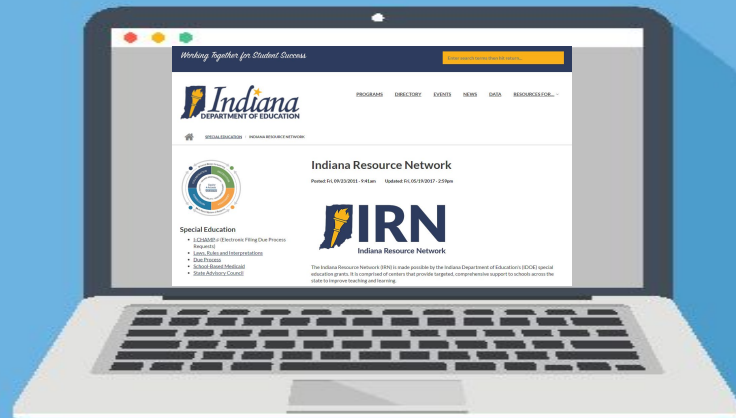
## *The Indiana State Systematic Improvement Plan*

- **SiMR:** To increase IREAD3 scores by at least .5% each year for students in general education and special education enrolled in SSIP schools
- **Focus Areas:**
  - Systemic Alignment
  - Multi-Tiered Systems of Support (MTSS)
    - Universally Designed Learning opportunities (UDL)
  - Early Literacy
- **SSIP Intense Technical Assistance (TA)**

**Not a special education/early childhood initiative - it is a systems change**  
*A special education program is only as good as the general education in which it is housed*



# Indiana Resource Network



# Up Next

## Indiana IEP Updates



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# Indiana IEP Updates

**Reva Weiss,**  
Complaint Investigator/  
IIEP Specialist

**Emma Everson,**  
Project Manager  
Specialist IIEP/IILP



**@EducateIN**



**#IndianaOSE**

# Summer 2019 Updates

- State assessment and other participations page redesign
- Automatic removal of ineligible students
- Last login display
- Deleting unrecognized faxes
- Creating compliance email alerts
- View all option

[Video on Summer 2019 Updates](#)

System Page

Select a User [New Mail!](#)

Del	IM	CP	Cal	Name	School(s)	Students	Title	User Type	E-mail Address	Last Login
<input type="checkbox"/>				<a href="#">Jennifer Test</a>	SS, TEST, abc	5, 4		Special Educator 2014	<a href="mailto:jstem@pcqous.com">jstem@pcqous.com</a>	07/27/2018 10:56:00
<input type="checkbox"/>				<a href="#">Jennifer Test Test</a>	-All-	0, 0		EdPlan/EasyIEP Administrator 2014	<a href="mailto:jstem@pcqous.com">jstem@pcqous.com</a>	
<input type="checkbox"/>				<a href="#">Jennifer Release Test</a>	-All-	1, 0		EdPlan/EasyIEP Administrator 2014		
<input type="checkbox"/>				<a href="#">Jennifer L. Test</a>	NS, SS, TEST, abc	0, 0		Special Educator 2014		
<input type="checkbox"/>				<a href="#">Josh Test</a>	SS	0, 0	Test User	Certifying Specialist 2014	<a href="mailto:dharris@pcqous.com">dharris@pcqous.com</a>	07/12/2017 14:33:00



# Accommodations Page

Users will select select daily accommodations for each student. These accommodations determine which state assessment accommodations will be available for a student, based on a student's participation level.

State Assessments and Other Participations Student: Sister Profancik

Special Considerations

Anticipated Date of Exit from High School or Extended Secondary Services

05/31/2027

Grade

4th Grade

Daily Accommodations

Select accommodations based on the needs of the student established in the discussion of his or her present levels of academic achievement and functional performance. The selected accommodations should be available throughout the entire school day and are intended to increase the student's access to and progress in the general education curriculum. These accommodations constitute an integral part of this student's Free and Appropriate Public Education

Add Daily Accommodations

The following Accommodations have been selected for this student and will be made available throughout the school day:

Warning - There are no Daily Accommodations selected for the student

Describe additional accommodations and/or guidance, if appropriate.

State Testing

Select State Testing Option

--select one--



# Fall 2019 Updates

- **Transition information:** located on Transition Page
- **Eligibility Determination/Create Eligibility:** Edits, additions, removals of a student's disabilities are only allowed on Initial IEPs or Reevaluation Reviews.
- **IEP/SP at a Glance:** All disabilities applicable to a particular student will be visible.

<b>Disability</b>		
<b>Primary:</b> Blind or Low Vision	<b>Secondary:</b>	<b>Tertiary:</b>

[Video on Fall 2019 Updates](#)



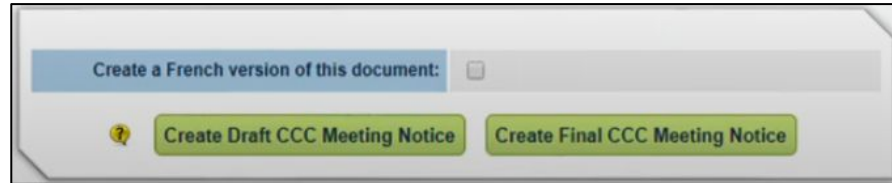
# Winter 2019 Updates

## IDEA Part B Child Count

- 5-year-old kindergarten students to be included in school data on school-aged children with disabilities

## Translation Additions

- Notice of Initial Evaluation
- Notice of Reevaluation
- Notice of Implementation



[Video on Winter 2019 Updates](#)



# Spring 2020 Updates

## 5 Rules of Completion Added to Accommodations Page in IEP/SP Process

- Alternate vs. State Assessment Selection
- [View Remove Alternate Assessment](#)

Accommodations Student:

**ROC #5**  
Error

 • Clear previous Participation Area selections prior to selecting a new State Testing Option.

## Punjabi Translations

- IEP/SP, Notice of Case Conference, Notice of Procedural Safeguards, and Notice of Implementation

[Video on Spring 2020 Updates](#)



# June 2020 Updates

## Assessment Accommodations List Updates

- Additions and removals

## Behavioral Concerns Modification

- Replaced radio buttons with dropdown menus

## Parent Response Options

- Modified options for IEPs/SPs to align with meeting purpose

## Standard Progress Monitoring Report

- Logs by Caseload

Special Considerations and Behavioral Concerns Student: Brian John Test

**Special Considerations**

Does the student have needs related to Limited English Proficiency? No ▾

**Behavioral Concerns**

There is a behavior(s) of concern for the Case Conference Committee to discuss. Yes – There is a behavior of concern for the Case Conference Committee to discuss. ▾

[Video on June 2020 Updates](#)

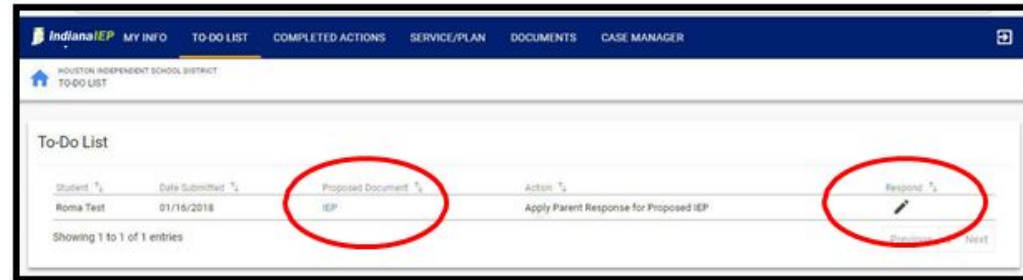


# EdPlan Connect Parent Portal

## EdPlan Connect

- Turned on statewide on April 1
- Allows parents/guardians to virtually access their child's IEPs/SPs as well as Individualized Learning Plans (ILPs)
- Parents/guardians can provide a response and sign documents electronically within the portal

## EdPlan Connect FAQ



# IIEP Accommodations Moodle Course

**Required training for all IIEP users outlining Accommodations Page in IIEP**

## **Objectives:**

- **Specify daily accommodations and statewide assessment accommodations**
- **Select a student's participation in the appropriate statewide or alternate assessment with or without accommodations**
- **Review the accommodations page to ensure the intended accommodations for both are selected**

**\*Must be completed by September 30**

**\*Monitor completion of course**

**[Moodle Access IIEP Accommodations Course](#)**



# Points of Contact for IEP Questions

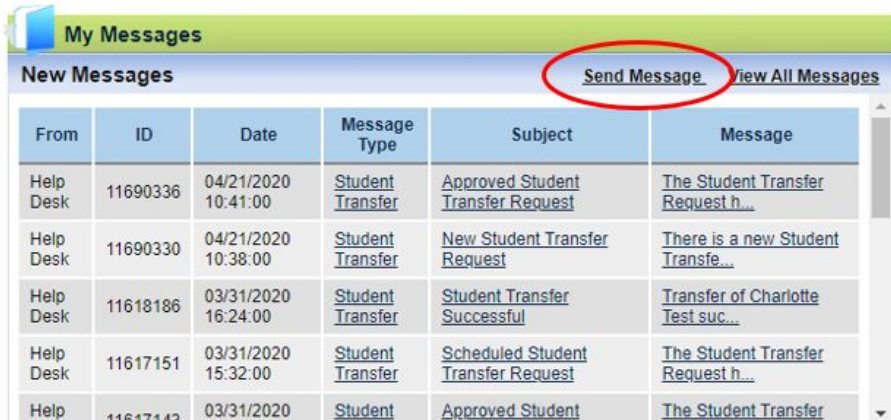
Looking for training on the IEP system?

- [Indiana IEP Resource Center](#) (IEPRC)
- Email [Matt Johnson](#)



Experiencing a specific issue within the system?

- Email [indianaiep@pcgus.com](mailto:indianaiep@pcgus.com) or send a message within the IEP system through the district administrator via the IEP Message Board



**My Messages**

**New Messages** [Send Message](#) [View All Messages](#)

From	ID	Date	Message Type	Subject	Message
Help Desk	11690336	04/21/2020 10:41:00	<a href="#">Student Transfer</a>	<a href="#">Approved Student Transfer Request</a>	<a href="#">The Student Transfer Request h...</a>
Help Desk	11690330	04/21/2020 10:38:00	<a href="#">Student Transfer</a>	<a href="#">New Student Transfer Request</a>	<a href="#">There is a new Student Transfe...</a>
Help Desk	11618186	03/31/2020 16:24:00	<a href="#">Student Transfer</a>	<a href="#">Student Transfer Successful</a>	<a href="#">Transfer of Charlotte Test suc...</a>
Help Desk	11617151	03/31/2020 15:32:00	<a href="#">Student Transfer</a>	<a href="#">Scheduled Student Transfer Request</a>	<a href="#">The Student Transfer Request h...</a>
Help	11617143	03/31/2020	<a href="#">Student</a>	<a href="#">Approved Student</a>	<a href="#">The Student Transfer</a>



# Sneak Peak! July 2020 Update

Updates scheduled for July 31, 2020

- IREAD 3 Options
- PK LRE Codes
- WIDA Accommodations Changes
- High School Accommodations Changes

New Environment Coding		
• 5-yr old in PK	👉	Preschool codes
• 5-yr old in KG	👉	School-age codes
• 6-yr old in PK	👉	School-age codes
• 6-yr old in KG	👉	School-age codes
PS Codes 26-29, 33-38		School-Aged Codes 50-57



# Up Next

## Data Reporting and the LINK Initiative



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# Data Reporting and the LINK Initiative

**Brandon Myers,**  
Data Specialist



@EducateIN



#IndianaOSE

# Data as a Director

- How is data reporting handled in your district or cooperative?
- Who is physically reporting your data to the STN Center/Data Exchange?  
Who is the security coordinator?
- Develop a set of rules and procedures to ensure data quality and accuracy
  - Using state guidelines
    - [Data Reporting Help | IDOE](#)
    - [Data | IDOE](#)
  - Understanding district/cooperative systems
  - Working with data staff



# LINK



**Intelligrants:** The purpose of this project is to improve the processing of the State and Federal funding streams.



**Data Exchange:** The purpose of this project is to improve the process of data transfer and certification for student and educator level data submitted by schools and school corporations.



**INview:** The purpose of this project is to improve access to IDOE data and resources.



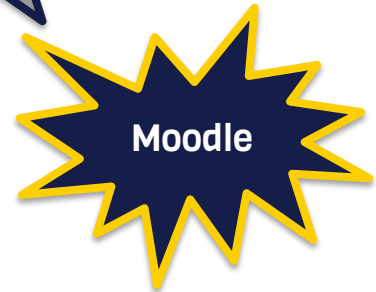
**Unified Access:** The purpose of this project is to establish and implement the foundational technical elements which will support the other projects.



**Schools 360:** The purpose of this project is to implement a tool to improve the capacity of internal staff to support customers.



# IDOE Special Education Accounts – Before LINK



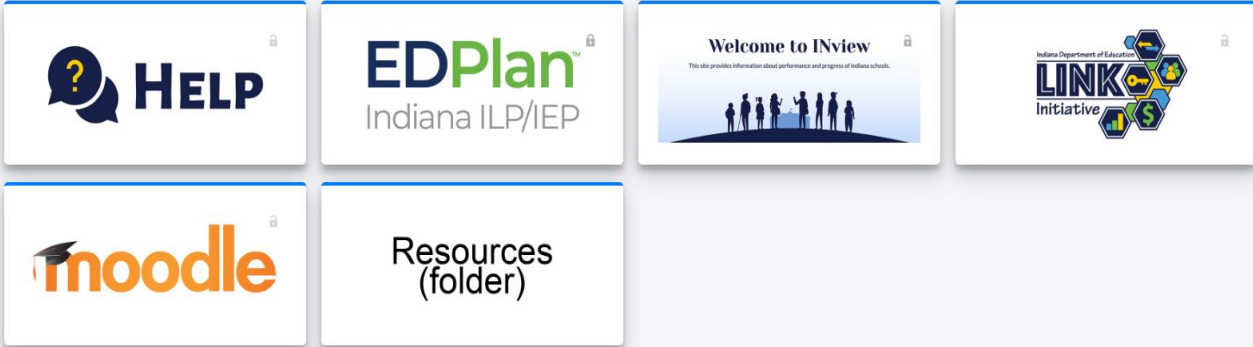
# IDOE Special Education Accounts – After LINK

**LINK Account**

<http://link.doe.in.gov>

My Apps

My Apps



The dashboard displays a grid of application tiles. The first row contains four tiles: 'HELP' with a question mark icon, 'EDPlan™ Indiana ILP/IEP', 'Welcome to INview' with a silhouette of people, and the 'LINK Initiative' logo. The second row contains two tiles: 'moodle' and a 'Resources (folder)' tile. Each tile has a small lock icon in the top right corner.

**HELP**

**EDPlan™**  
Indiana ILP/IEP

Welcome to INview  
This site provides information about performance and progress of Indiana schools.

Indiana Department of Education  
**LINK**  
Initiative

**moodle**

Resources  
(folder)



# Public-Facing Data Reporting

## Before Link

- **COMPASS (Retired)**
- [618 Reporting](#)
- [RDA Page](#)

## After Link

- **INview (active now)**
- [618 Reporting](#)
- [RDA Page](#)



# Directory Information

## Before Link

- **Master File**
- **Continue to submit updates here:**

<https://form.jotform.com/83334830477966>

## After Link

- **Master Data Management (part of LINK account)**
- **Will be managed locally by your corporation/charter security coordinator**
- **Phased in beginning summer/fall 2020**



# Indiana IEP Access

## Before Link

- Through Learning Connection by adding a teacher's email to school

## After Link

- Using LINK Account with SPED flag
- Access to schools configured in IIEP
- Phased in beginning fall 2020



# Data Submissions

## Before Link

- **STN Application Center**
- **DOE Online**
- **System of Record for 2020-2021 (except attendance, NE and calendar)**

## After Link

- **IDOE Data Exchange**
- **Phased in over 2020-2021 school year**
- **NE collection and Calendar will be through this system**



# Part B Grant Submissions

## Before Link

- **Application in Excel File**
- **Submitted through Grant Management System**

## After Link

- **Process through Intelligrants**
- **Possible Completion Date: Summer 2021**



Let's go to lunch! We'll see you in 30 minutes.

Up Next Fiscal Team  
Updates



@EducateIN #IndianaOSE

# OSE Fiscal Team

**Evey Brown**

Fiscal Specialist

[evbrown@doe.in.gov](mailto:evbrown@doe.in.gov)

**Tracy Brunner**

Part B Grants and  
Medicaid Specialist

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**Sarah Fields**

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Specialist

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**Lynn Fordyce**

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**Deepali Jani**

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**Brandon Myers**

Honorary Team Member  
& Data Specialist

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**Trennie Waddell**

Fiscal Support  
Specialist

[pwaddell@doe.in.gov](mailto:pwaddell@doe.in.gov)

**Jen Thompson: Assistant Director (Fiscal), [jthompson@doe.in.gov](mailto:jthompson@doe.in.gov)**



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# Up Next

## State Funding



# State Funding

**Brandon Myers,**  
Data Specialist



@EducateIN



#IndianaOSE

# State Funding

## Per Pupil Allocation for Special Education (State Funds only)

State of Indiana; School Year 2020-2021 (December 1, 2020); IC 20-43-7-6

ADJUSTED PUPIL COUNT (AGES 5B-22)*		
APC Level I: Severe Disabilities \$9,156	APC Level II: Mild and Moderate Disabilities \$2,300	APC Level III: Communication Disorders \$500
Multiple Disabilities Orthopedic Impairment Blind or Low Vision Deaf or Hard of Hearing Emotional Disability/Full Time Placement Severe Intellectual Disability Deaf-Blind Autism Spectrum Disorder Traumatic Brain Injury	Emotional Disability/All Other Placements Specific Learning Disability Developmental Delay (Ages 5B-8 only) Mild Intellectual Disability Moderate Intellectual Disability Other Health Impairment	Language or Speech Impairment
* Students aged 5B turned five between December 2, 2019 up to and including August 1, 2020 (kindergarten eligible). Per pupil allocation is based on the primary disability and an additional count of students with a secondary disability of Language or Speech Impairment. Amounts are conditional on state budgetary availability.		

PRESCHOOL COUNT (AGES 3-5A)†
All Disabilities \$3,000
† Students aged 5A turned five between August 2, 2020 up to and including December 1, 2020. Amount is conditional on state budgetary availability.



# State Funding Age/Grade Classification



## Program Code

### Preschool

Grade  
PK

### School Age

Grade  
KG-12

Determines (in part) tuition support  
eligibility

## State APC/Preschool Funding

### Preschool

Age  
3 -5A

### School Age

Age  
5B- 22

Determines state special education  
funding eligibility



# ADM Tuition Support for KG

	2017-2018	2018-2019	2019-2020	2020-2021
<b>Kindergarten Eligibility Age IC 20-33-2-7(a)</b>	Five-years-old or before August 1	Five-years-old on or before August 1	Five-years-old on or before August 1	Five-years-old-on or before August 1
<b>Waiver to Eligibility Age IC 20-33-2-7(b)</b>	Waiver available with no age limit	Waiver available with no age limit	Waiver available with no age limit	Waiver available with no age limit
<b>Tuition Support (ADM) Available (DOE-ME) IC 20-43-4-5</b>	All students enrolled in KG	Students enrolled in KG who turned 5 on or before August 1	Students enrolled in KG who turned 5 on or before September 1	Students enrolled in KG who turned 5 on or before October 1

# State SE Disbursement Basis

## *Dec. 2, 2019 Adjustment*

**July 2020**

**November 2020**

**August 2020**

**December 2020**

**September 2020**

**January 2021**

**October 2020**

## *Dec. 1, 2020 Adjustment*

**February 2021**

**June 2021**

**March 2021**

**April 2021**

**May 2021**



# Up Next

## Part B Grants



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# Part B Grants

**Jen Thompson,**  
Assistant Director (Fiscal)



@EducateIN



#IndianaOSE

# Part B Grants for Special Education: Moodle

## Moodle

Location of Part B Grant Applications, Templates, Announcements, Reminders, etc.

**Enrollment Key:  
idoesped**

The screenshot shows the Moodle LMS interface. At the top, there is a navigation bar with a hamburger menu icon, the text "HOME", and links for "DoE Homepage" and "Moodle Home". Below this is a sidebar menu with the following items: "Office of Special Education Community" (with a graduation cap icon), "Participants" (with a group of people icon), "Badges" (with a shield icon), "Competencies" (with a checkmark icon), "Grades" (with a grid icon), "Home" (with a house icon), "Dashboard" (with a dashboard icon), and "Calendar" (with a calendar icon). The main content area has a header "Office of Special Education Community" and a breadcrumb trail: "Home / My courses / Office of Special Education Community / Fiscal / Part B Grants for Special Education". Below this is a section titled "Part B Grants for Special Education" which contains a list of folders: "FY 2018 Grant Information", "FY 2019 Grant Information", "FY 2020 Grant Information", and "Guidance Documents".



# Funding for Special Education

	Federal Funding	State Funding
Funding Source	IDEA Part B Grants	APC Funding
Factors in Calculation	Census, Free/Reduced Lunch, & Base Payment	December 1 SE (Special Ed) & ME (Membership)
December 1 Count	Unduplicated	Duplicated
How Funding Is Determined	Federal Formula	Student Exceptionality Codes
Where Grant is Managed	Office of Special Education	Office of School Finance

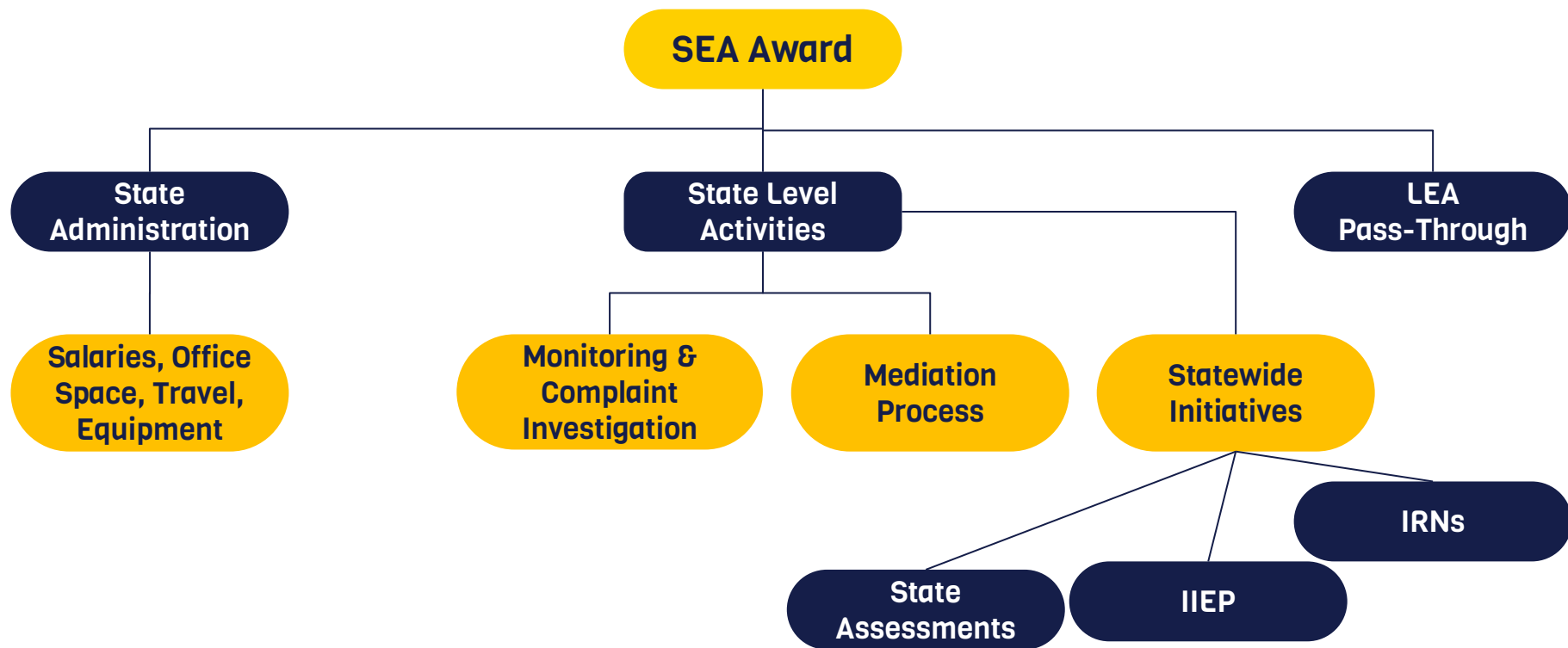


# Purpose of IDEA, Part B Funding

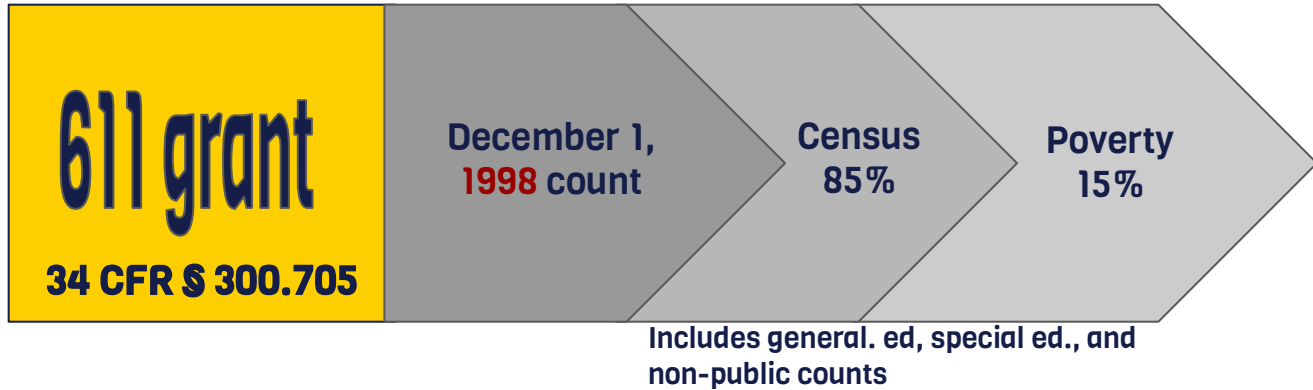
- To provide assistance to States and LEAs in carrying out their responsibilities to educate students with disabilities
- To supplement State, local, and other federal funds—not supplant those funds
- In Indiana, the “LEA” with FAPE responsibility is the only subrecipient of the IDEA formula grants. Members of co-ops, joint services, and interlocals must sign assurances to combine funding.
- Funds are awarded to school corporations, charter schools, and state schools. IDOE subgrants IDEA funds to approximately 400 LEAs and 3 State Schools.



# How Funds Are Distributed



# How Funds Are Allocated to LEAs



The current year's December 1 count is **NOT** included in either formula.



The census and poverty counts include all students: general education, special education, nonpublic, and homeschooled.



# 611 and 619: What's the Difference?

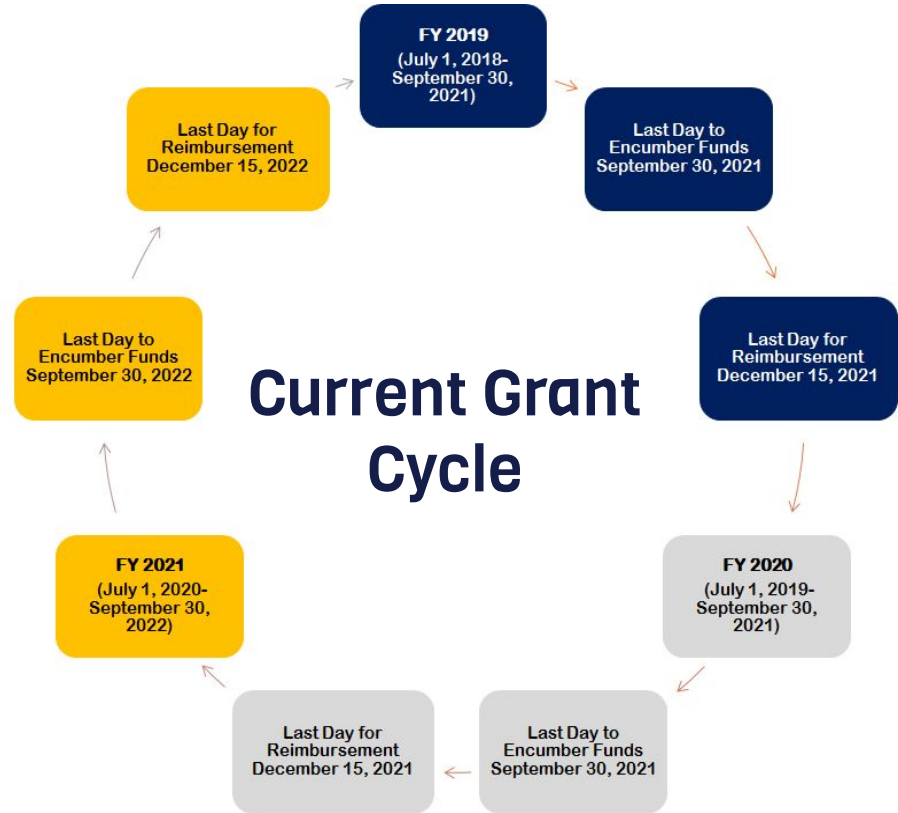
611	Ages 3-21
	<ul style="list-style-type: none"><li>• Does not include age 22</li><li>• Can budget CEIS</li><li>• Includes proportionate share (if applicable)</li></ul>

619	Ages 3-5
	<ul style="list-style-type: none"><li>• Determined by age, not by grade</li><li>• <u>Cannot</u> budget CEIS, but included in calculation</li><li>• Includes proportionate share (if applicable)</li></ul>



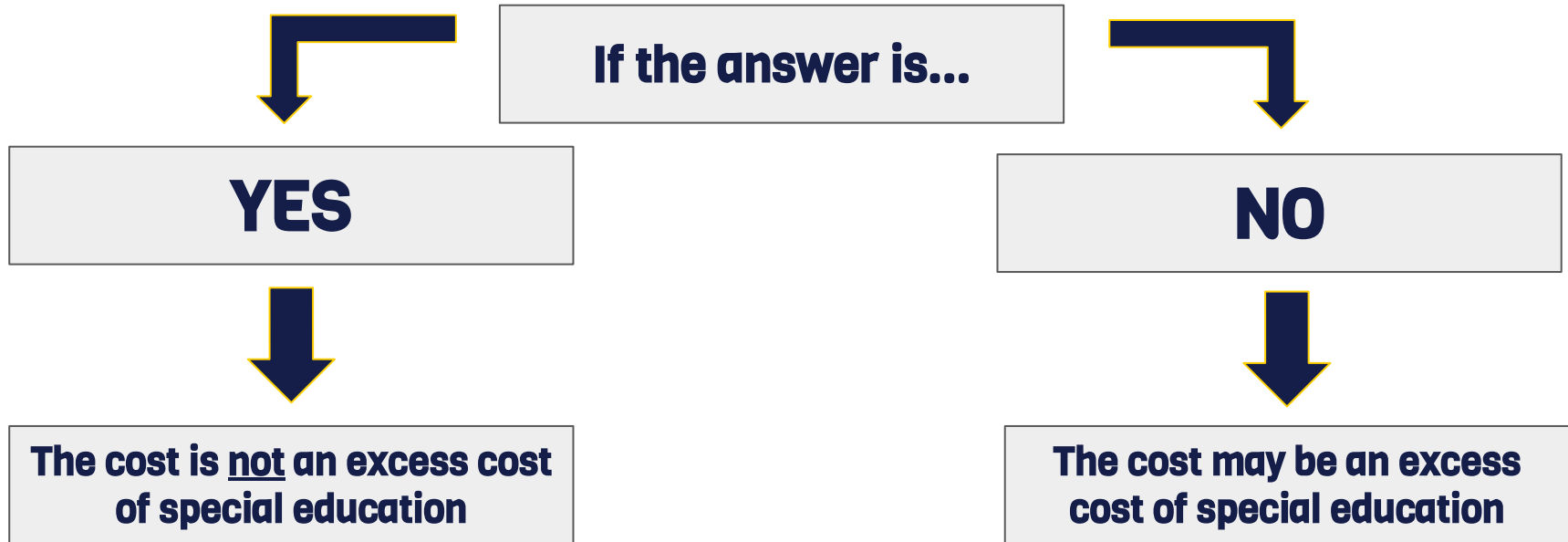
# Current Grant Cycle

- Grants are available for 27 months.
- New grants open every 12 months.
- FY 2019 funds have been extended for an additional year (due to COVID-19).
- LEAs could have three different grant years available for use until September 30, 2021.



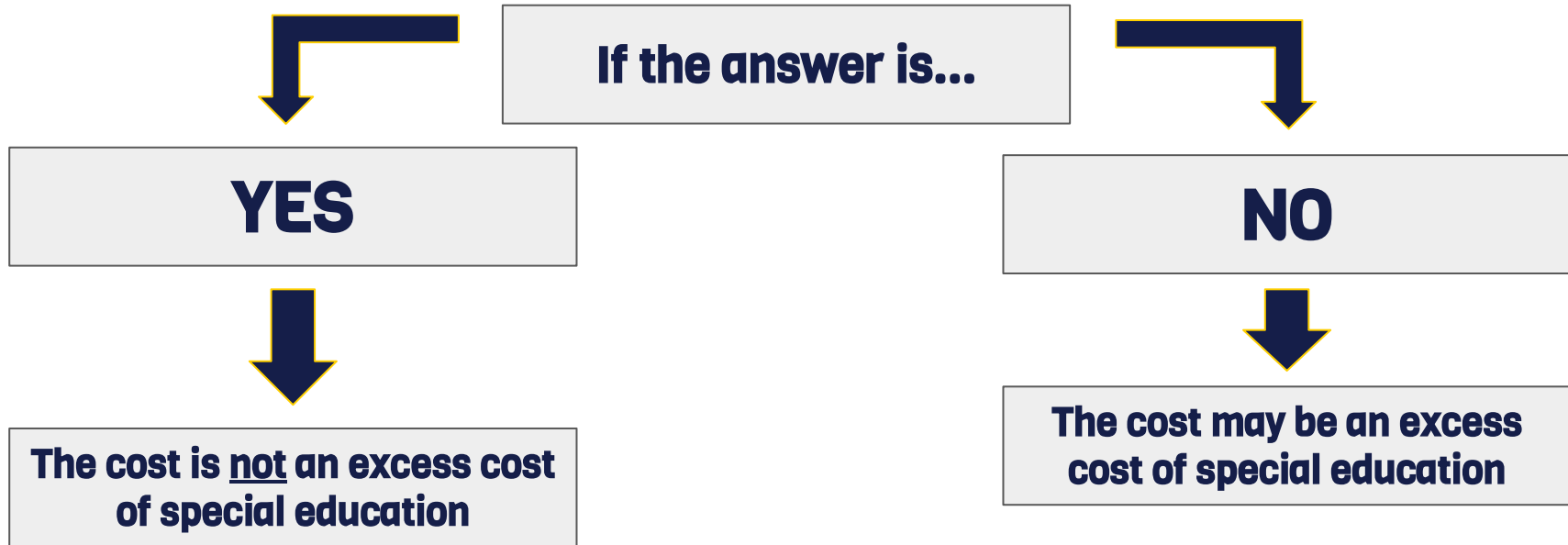
# Allowable Costs Guiding Question #1

*In the absence of students with IEPs, would this cost still exist?*



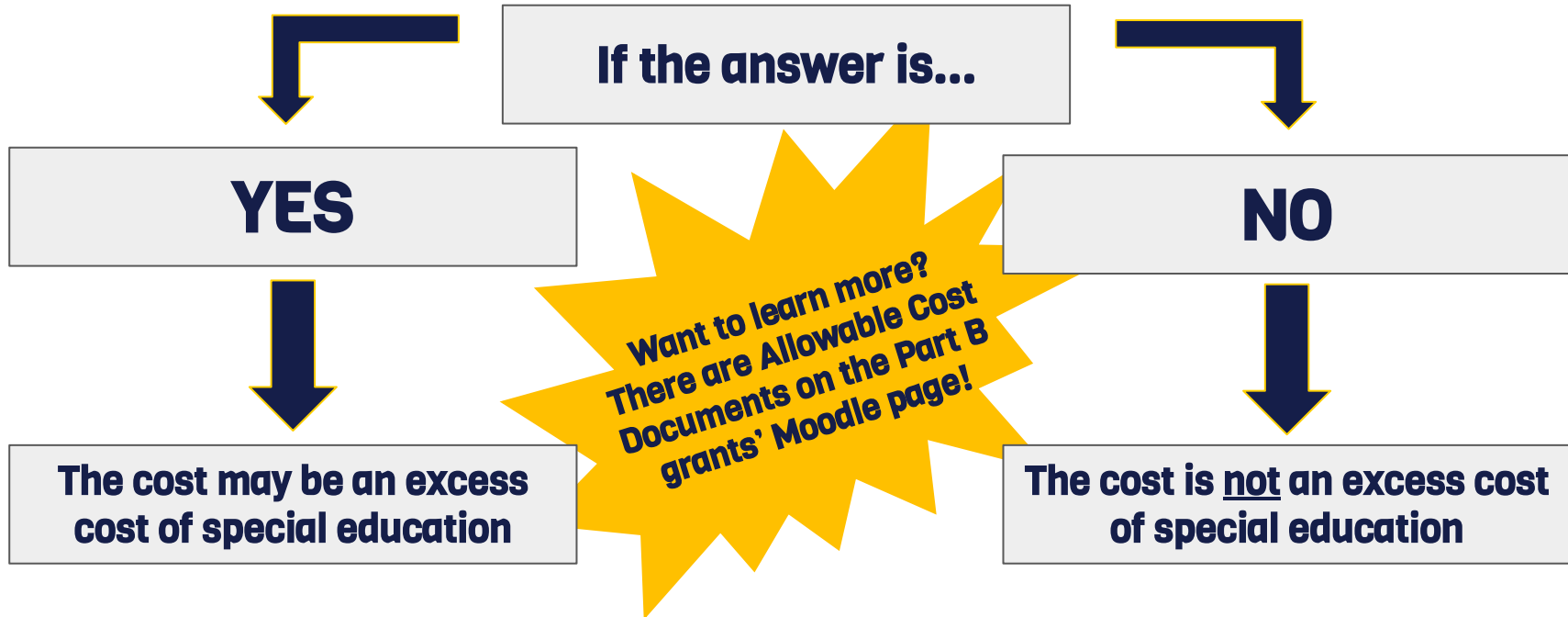
# Allowable Costs Guiding Question #2

*Is this cost also generated by students without IEPs?*



# Allowable Costs Guiding Question #3

*If it is a child-specific service, is the service documented in the student's IEP?*



# Part B Allowable Costs

Specialized  
Equipment

Evaluations

Supplies

Specialized  
Transportation

Assistive  
Devices

Subs

PD

Related  
Services

Co-op  
Fees

Special Ed  
Teachers

Aides

Early  
Childhood  
Programs

Equipment

Child  
Find



# Time and Effort Logs

- **ANY individual charged to ANY federal grant for even a portion of time must keep Time and Effort Logs in way of PARS or Semi-Annual Certification.**
- **The application will indicate if salaries should be reported on PARS or Semi-Annual Certification dependent on cost objectives.**
- **Logs must be maintained locally for audit purposes. If you do not have the documentation, a finding will be issued by auditors.**



# Time and Effort Logs

- **A single cost objective** is a position dedicated to a singular purpose.
  - For example, a special ed teacher is considered to have a single cost objective because the teacher works only with special education.
  - **Single Cost Objective = Semi-Annual Report**
- **An individual who serves different student populations has multiple cost objectives.**
  - A school nurse may be an individual with multiple cost objectives because he/she works with special education and non-special education.
  - **Multiple Cost Objective = PARS**



# Proportionate Share: Allowable Costs

## Required

### Direct Services

- Speech/Language
- Physical Therapy
- Deaf and Hard of Hearing
- Transportation to special education services

## Not Required

### Indirect Services

- Special Education training for private school personnel
- Resource/assistive technology library accessible to private school
- Non-secular materials and supplies



# Proportionate Share: Ineligible Expenses

**Child Find  
Activities**

**Special Ed  
Evaluations**

**Administrative  
Costs**

**Remodeling or  
Repairs**

**RTI**

**Salaries  
of Non-Pub  
Staff**

**Tuition**

**Indirect  
Costs**



# Proportionate Share Money

*Never, ever:*

**Give funds directly to the nonpublic school!!!**

- Nonpublic schools should not be “allocated” funds to spend as they see fit.
- The LEA must determine the services and pay for them.
- Nonpublic funds can be combined to meet the needs of the schools within the LEA boundary.
- Co-ops cannot combine proportionate share funds.



# Proportionate Share

## *The Bottom Line:*

**Only services or materials documented in a service plan can be purchased with proportionate share.**

**PD can be funded only if the PD directly relates to a student's service plan.**

**Public LEA cannot fund a teacher salary if the teacher is employed by the nonpublic school.**



# Proportionate Share Waiver

- Available in July of the final year of the grant
- Gives ability to move funds from non-public to special ed scope
- Submission of documentation to support inability to fulfill obligation required
- **Waivers are the exception, not the rule**
- Once approved, submit a modification to [partbgrants@doe.in.gov](mailto:partbgrants@doe.in.gov) on/before September 15 to allow time for review prior to September 30.



# Proportionate Share Waiver

## Examples for use of the waiver:

1. Student(s) no longer attends private/parochial school of home school within district boundaries
2. Student(s) aged-out/graduated from private/parochial school or home school
3. Private/parochial school(s) refused services
4. Parent(s) refused services
5. Proportionate share funds exceed the amount needed for services provided



# Indirect Cost Calculator

**One Indirect Cost Calculator tab must be completed for each LEA budgeting indirect costs in Part B.**

**If applying as a co-op, interlocal, or joint service, only those member LEAs with approved restricted indirect cost rates can budget indirect costs in the grant application. LEAs MUST be able to separate services/expenditures by LEA in order to budget indirect costs in Part B.**

**If a modification request alters the equipment, contracted services, or buildings/remodeling line of the budget, a new calculator must be completed and submitted with the request.**

**Use the current year indirect cost rate when completing after a modification.**



# Maintenance of Effort

## Two standards:

1. **Eligibility**: Requires the SEA to determine that the LEA has budgeted for the education of students with disabilities at least the same amount of State and/or local funds as it spent during the most recent fiscal year for which information is available  
(Requires LEA to submit a budget each year)
2. **Compliance**: Requires an LEA maintain (or increase) the amount of State and/or local funds it spends for the education of children with disabilities compared to the preceding fiscal year  
(Requires LEA to complete/pass MOE calculator)

34 CFR §300.203(a)(b)



# Timeline: FY 2021 611 and 619 Grants

July 1, 2020 - September 30, 2022

All applications submitted to <https://grantmanagement.doe.in.gov> BY FISCAL AGENCY.

- **July 1, 2020**
  - Last day to submit Assurances in order to receive reimbursements beginning July 1
- **July 30, 2020**
  - Deadline to submit 611, Part 1
  - Deadline to submit 619
  - Deadline to submit Indirect Cost Calculator (if applicable)

**Remember, Application Review may take up to 30 business days.**



# Timeline: FY 2021 Part 2, MOE

## Due Date: TBD

- **611, Part 2 (MOE) due: Budget and Expenditures**
  - **Form 9 due with application (if available)**
- **Reimbursements will be “frozen” if:**
  - **MOE is not submitted on/before deadline**
  - **MOE is not met**
- **Guidance will be given prior to submission date**



# Main Contact for LEAs

- LEAs have been assigned to specific Fiscal Specialists; check list because it may have changed from last year
- **All** questions, communications should begin with the LEA's assigned specialist
- List is posted on Moodle (in FY 2021 Grant Info Folder)
- Modification approvals may come from any specialist



# Up Next

## Significant Disproportionality



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# Significant Disproportionality

**Kristan Sievers-Coffer,**  
Senior Special Education Specialist



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# Significant Disproportionality

- Discipline, LRE, and Identification by race
- If over a 2.5 risk ratio for three consecutive years (based on data ONLY), then out of compliance and need to use 15% of PART B funds for Coordinated Early Intervening Services (CEIS)
- Districts are notified in May of each year
- Seven districts are mandated to use CEIS funds for FY 2021
- Explanation document: [Disproportionality Indicators & Significant Disproportionality February 2020](#)



# NEW-Alternate Risk Ratio

If LEAs have an insufficient cell size or n size for the comparison group within their corporation (i.e. small or homogeneous LEAs), then an Alternate Risk Ratio is used and the LEA rate is compared to the STATE rate for that category.

Example: 11 students identified with Autism (10 are White and 1 is of another race/ethnicity)

\*10 LEAs were in this category this year (appeals approved this year only due to new calculation).

Example of Significant Disproportionality Alternate Risk Ratio calculation-Eligibility Categories

		A	B	C	D	E	F	G
		Total Enrollment	White Enrollment	Total Students with Autism	White Students with Autism	Risk Index for White Students $(D) \div (B)$	Risk Index for all other students in State $(C-D) \div (A-B)$	Relative Risk Ratio $E \div F$
2017-18	Statewide	987,700	673,500	14,600	10,800		.012094 (1.2094%)	
	PQR School Corp	240	220	11	10	.045455 (4.5455%)		3.7584
2018-19	Statewide	990,700	667,800	15,000	11,000		.012388 (1.2388%)	
	PQR School Corp	250	240	12	11	.045833 (4.5833%)		3.6999
2019-20	Statewide	995,000	675,000	14,000	10,500		.010938 (1.0938%)	
	PQR School Corp	260	250	11	10	.040000 (4.0000%)		3.6571



# Reasonable Progress

Indiana defines Reasonable Progress as a LEA over the 2.5 risk ratio for three consecutive years, but that has shown progress by:

- Having an overall risk ratio below 3.5 for at least the most recent year of data;
- Decreasing the overall risk ratio for the last two years of data; AND
- Decreasing the risk index of the target group of for the last two years of data.

If the LEA meets all three criteria of Reasonable Progress, the LEA will not be required to expend CEIS funds. Two LEAs made Reasonable Progress; therefore, they did not have to use CEIS funds for the FY 2021 grant.



# Up Next

**Special Education  
Excess Cost (SEEC)**



# Special Education Excess Costs (SEEC)

**Sarah Fields,**  
Senior Fiscal Specialist



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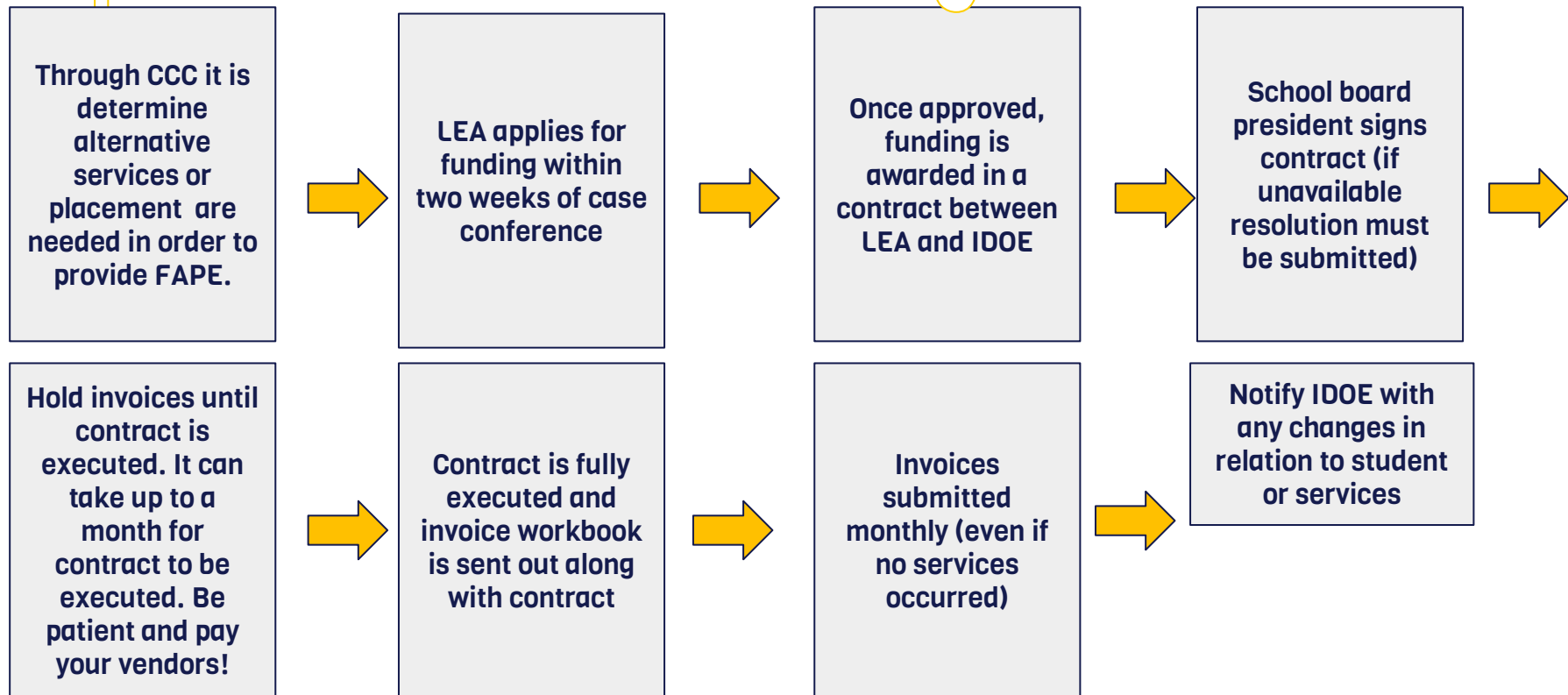
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# Special Education Excess Cost (SEEC)

- **\$24 million state budget line item allocated to IDOE every fiscal year.**
- **Statutes in Indiana Code and Article 7 authorize IDOE to contract with LEAs to support them in paying for the excess cost of educating children who have been identified as eligible for special education services and whose disability is of such intensity as to preclude achievement in the existing local public school setting.**



# Steps of SEEC Funding



# Excess Cost Allowable Costs

- **Separate day program services**
- **Residential program services**
- **1:1 Assistance**
  - Transition from residential or day school services back to local public school, or
  - To provide the second of 2:1 support within the local public school to prevent residential placement, or
  - To provide the second of 2:1 support within the local public school to provide a safe environment pending placement.
- **SEEC funds will not pay for students to go to an ABA center to receive services. It will pay for a specialized ABA 1:1 to come into the school to work with the student.**
- **SEEC will not pay for a day(s) a student is absent from day program or for snow days.**
- **Out-of-state placements are allowable for both residential and non-residential services.**



# Excess Cost Change in Funding

If any of the following situations occur, or if any change has been made in relation to a student whose services are being funded with SEEC funds, then the LEA needs to notify IDOE ASAP.

Examples of potential changes:

- Parent has withdrawn student from facility.
- Parent has moved or will move out-of-state.
- Parent has moved or will move within Indiana.
- School is terminating the contract.
- Vendor is terminating the contract.
- Rates have changed.
- Student has been moved from day program to residential or vice versa.



# Up Next

## Medicaid and IndianaMAC



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# Medicaid and IndianaMAC

**Tracy Brunner,**  
IDOE Medicaid Specialist

**Patrick Rhodes,**  
IDOE Medicaid Specialist



*Working Together for Student Success*



**@EducateIN**

# School Medicaid Claiming Participation

Medicaid claiming participation is up among Indiana public school corporations.

Medicaid claiming recovers some of schools' costs to provide:  
(1) covered medical services required per student IEPs, and  
(2) administrative supports for ALL students with medical needs.

**Schools may use federal Medicaid funds however they choose.**  
Examples include: specialized equipment, supplies, qualified personnel, professional development, and school mental health.



# Medicaid Reimbursements per School Corporation

## FISCAL YEAR 2019

### IEP-required MEDICAL Services

**187 districts claimed over \$21 million (66%\* unrestricted federal funds)**  
**\* as of January 1, federal funds = 72% of IEP Services Reimbursements**

### IndianaMAC

**179 districts claimed over \$7 million (100% unrestricted federal funds)**

**Medicaid Reimbursements per School Corp Report online at:**



[School-Based Medicaid | IDOE](#)



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# IndianaMAC: Medicaid Administrative Claiming

**IndianaMAC activities  
generally fall into two  
categories:**

**Informing potential  
eligibles about available  
health coverage benefits  
and how to apply**

**Efforts that support  
students' access to  
medical services**



# Medicaid Medical Claiming for Covered IEP Services

## IEP-Required Therapies

Applied Behavior  
Analysis (ABA) Therapy

Occupational Therapy

Physical Therapy

Speech-Language  
Therapy

## Other IEP-Required Medical Services

Audiology

Mental/Behavioral Health  
Services

Nursing Services  
Provided by an R.N.

## IEP-Required Special Transportation

Medically necessary  
Transportation Services  
provided on a date when  
the student receives  
another IEP-Required  
Medical Service.



# Medicaid Medical Claiming for Covered IEP Services

## Medicaid IEP Services Reimbursements Accounting UPDATES ➡ for School Business Officers

**Retroactive Increase Effective 1/1/2020:**

**Federal \$ in Medicaid IEP Services Payments = 72.04%**

- **Resulting May Tuition Support (DOE 54) “Plus” Adjustment**
- **Transfer Difference from Education Fund 0101 to Federal Medicaid Fund 6460, Use Expenditure Account 60100 and Receipt Account 5200, per IDOE Office of School Finance**



# Online School Medicaid Claiming Resources

## **IDOE Office of Special Education Moodle Community, [Moodle](#)**

- **Resources such as Frequently Asked Questions, Documentation, and Provider Enrollment Tips.**
- **Resources for School Business Officers, such as Medicaid Account Codes, and the Office of School Finance “Medicaid Adjustment” video walk-through.**

## **IDOE School-based Medicaid Web Page, [School-Based Medicaid | IDOE](#)**

- **Manuals: Billing Guidebook, Billing Tool Kit, InMAC Time Study Manual**
- **Parent Information Sheets in English and Spanish**
- **COVID-19 Telehealth Services and Medicaid Coverage Information**



# Let's take a 15-minute break!

## Up Next

Parent Resources and  
Recourse



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# Parent Resources and Recourse

**Lesa Paddack,**  
IN\*SOURCE Parent Liaison



@EducateIN



#IndianaOSE

# IN\*SOURCE

**Equipping families and partnering with professionals to help students with special needs realize their potential.**

**[www.insource.org](http://www.insource.org)**



# IN\*SOURCE

- One of the first five Parent Training and Information Centers established in the nation
- Federally and state funded
- Serving families statewide
- Serving families for 45 years



# IN\*SOURCE

- There were 29,919 total connections via various methods.
- 15,924 times parents and professionals received individual assistance.
- 528 students with disabilities attended trainings.

Data collected 10/10/18-9/30/19



# IN\*SOURCE

## What Do We Do?

We...

- Help families understand the special education process,
- Conduct trainings about Article 7 and other topics,
- Connect with families on Facebook and other media, and
- Collaborate with schools and community stakeholders.



# IN\*SOURCE

- 99 percent of parents report participation of IN\*Source at a case conference improves educational outcomes for their child.
- 80 percent of school personnel believe IN\*Source participation at case conferences improves educational outcomes for the child.
- 91 percent of youth training attendees believe content is of high quality, useful, and relevant to self-advocacy.
- Our goal is to work with parents, school staff, and community stakeholders to help students reach their full potential.



# Up Next

## Dispute Resolution Team Updates



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# Dispute Resolution Team

**Kim Payton**

Dispute Resolution  
Assistant

[kpayton@doe.in.gov](mailto:kpayton@doe.in.gov)

**Patrick Rhodes**

Complaint Investigator  
& School-based  
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**Reva Weiss**

Complaint  
Investigator/IIEP  
Specialist

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**Dana Long: Dispute Resolution Supervisor and Special Education Attorney,**  
[dalong@doe.in.gov](mailto:dalong@doe.in.gov)



# Informal Dispute Resolution

**Patrick Rhodes,**  
Complaint Investigator and  
School-based Medicaid Specialist



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# Informal Dispute Resolution

**Communication**

**Meetings and  
Agreements**

*\*The DRT can provide  
technical assistance with  
creating a written  
agreement*

**Facilitated IEP  
(FIEP)**



# Informal Dispute Resolution

## COMMUNICATE WITH PARENTS and STAFF

- The best line of defense against a complaint is maintaining good communication with parents.
- Teachers should regularly remind parents to contact them if there is a problem or concern. Parents should also have access to the Director if a problem cannot be fixed at the building level - if parents can't find your number, they call IDOE.
- Open door policy - encourage building level staff to contact you before a small problem becomes a BIG problem.



# Informal Dispute Resolution

Ways to work through disputes informally:

- **Informal Meeting with Parent (not a CCC meeting)**
  - **Written Agreement**
  - **Practice Pointer: Revising the IEP without convening a CCC meeting**
  - **511 IAC 7-42-9(e)**
- **Facilitated IEP (FIEP)**



# Informal Dispute Resolution

**A parent and school might consider requesting an FIEP when:**

- **The CCC is spending more time trying to resolve conflicts than working on activities that promote student achievement and multiple conferences have been convened with little or no resolution;**
- **One or more CCC members believes their voice is not being heard;**
- **There is a lot of new information to be processed or the student's situation is particularly complex;**
- **Team members would like to create better understanding;**
- **Team members want help staying focused on the IEP process; or**
- **There is a particular disagreement on an issue that the team wants to move beyond.**



# Formal Dispute Resolution

**Patrick Rhodes,**  
Complaint Investigator and  
School-based Medicaid Specialist



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# Formal Dispute Resolution

Three dispute resolution processes outlined by Article 7.

**Mediation**

**Complaint  
Investigation**

**Due Process  
Hearing**



# Formal Dispute Resolution - Complaint Process

- Notification
- Opportunity to resolve within first ten days
- If no response or resolution, then investigation begins on the 11<sup>th</sup> day
- School submits documentation in response to allegations
- Complaint report is issued by the 40<sup>th</sup> day after receipt
- Opportunity for reconsideration by State Director



# Formal Dispute Resolution - Mediation Process

- Both parties have to agree to participate in mediation – voluntary process
- Can also be used to resolve complaints and hearing issues
- Trained mediator provided and paid for by IDOE
- Discussions in mediation are confidential
- Mediation agreement is legally binding



# Formal Dispute Resolution - Hearing Process

- Request filed
- Hearing officer assigned
- Response/answer
- Resolution meeting (or mediation) if hearing was requested by the parent
- Hearing conducted (if not resolved or settled)
- Written decision
- Opportunity for appeal



# Dispute Resolution Data FY2020

## Complaints

- Filed - 119
- Complaint Investigation Report - 51
- Out of 51 reports issued - 4 requested reconsideration
- Where did the others go?
  - Withdrawn
  - Parties resolved with an agreement

## Mediations

- Requested - 63
- Sessions held - 42
  - Full Agreement - 27
  - No Agreement - 14
  - Partial Agreement - 1
- Withdrawn - 18
- Pending - 3

## Hearings

- Requested - 87
  - Decisions Rendered - 2
  - Dismissals - 63
  - Pending - 22



# Top 10: Complaint Issues and Violations by Citation

Citation	Issues Count	Violations Count
511 IAC 7-38-1 Access to and disclosure of educational records	11	2
511 IAC 7-40-8 Reevaluation	12	3
511 IAC 7-42-10 LRE (Least Restrictive Environment)	10	1
511 IAC 7-42-3 Case conference committee participants	8	2
511 IAC 7-42-6 Developing an IEP; components and parent copy	28	4



# Top 10: Complaint Issues and Violations by Citation

Citation	Issues Count	Violations Count
511 IAC 7-42-8 Individualized education programs; implementation; termination due to revocation of consent	67	24
511 IAC 7-42-9 Review and revision of the IEP	10	1
511 IAC 7-43-4 Transition IEPs	11	0
511 IAC 7-44-5 Manifestation determinations	12	5



# Top 10: Complaint Issues and Violations by Citation

Four-way tie for the tenth most filed issue...

Citation	Issues Count	Violations Count
511 IAC 7-33-2 Public schools' special ed programs, organizational and administrative structures	5	0
511 IAC 7-40-4 Initial educational evaluation, notice and consent	5	2
511 IAC 7-42-2 Notice of case conference committee meetings	5	1
511 IAC 7-44-9 Protections for students not yet eligible for special education and related services	5	1



# Hearing Issues by School - FY2020

## Top Five

50 Service or Placement

48 Provision of FAPE

36 Educational Evaluation

32 Parent Participation

26 Access to Academic Programs

17 Identification/Eligibility

15 Disciplinary Change  
511 IAC 7-44-2(e)

8 Suspension/Expulsion

7 Reimbursement for Service

6 Manifestation determination

4 Access to Non-Academic/Extracurricular

4 Initial Evaluation - Timeline

1 Initial Evaluation - Timeline Preschool

0 School Requested  
511 IAC 7-55-7

0 Transition Plan (IEP)

## Bottom Five

# I-CHAMP

**Patrick Rhodes,  
Complaint Investigator and  
School-based Medicaid Specialist**



**@EducateIN**



**#IndianaOSE**

# I-CHAMP

- I-CHAMP portal is used to file complaints, requests for mediation, and requests for due process hearings electronically.
- Available at: [Home · I-CHAMP](#)
- Need tech support / help getting started? Contact: [ichampHelpDesk@doe.in.gov](mailto:ichampHelpDesk@doe.in.gov)

The screenshot shows the I-CHAMP portal homepage. At the top, there's a header with the I-CHAMP logo (a blue outline of Indiana) and the text "I-CHAMP". To the right of the logo are links for "Register", "Sign In", "RESOURCES", and "Select Language". Below the header is a navigation bar with a home icon. The main content area has a "Welcome to I-CHAMP" message and a list of links: "LOGIN WITH PROFILE", "CREATE PROFILE", "CONTACT US", "USER GUIDES & INFO", and "SEARCH REPORTS & DECISIONS". To the right of these links is a large banner for "SPECIAL EDUCATION Learning for Everyone" featuring a group of diverse children. Below the banner is a welcome message: "Welcome to the Indiana Complaint, Hearing, and Mediation Process. This new online system has been designed with enhanced self-service features to make it easier and faster for you to access the following Due Process procedures." Below this message are three columns for "Complaint", "Hearing", and "Mediation", each with a brief description and "LEARN MORE" and "GET STARTED" buttons. At the bottom, there's a "Contact Us" section with the address of the Office of Special Education/Due Process Team and a "For Help with I-CHAMP Issues:" section with an email address. To the right of this is a "For All Other Special Education Issues:" section with a website URL, phone number, fax number, and email address.

**I-CHAMP**

Register Sign In

RESOURCES

Select Language

Welcome to I-CHAMP

Indiana Complaint, Hearing, and Mediation Process  
Office of Special Education

**SPECIAL EDUCATION**  
Learning for Everyone

Welcome to the Indiana Complaint, Hearing, and Mediation Process. This new online system has been designed with enhanced self-service features to make it easier and faster for you to access the following Due Process procedures.

**Complaint**

A complaint is a claim that a school has not implemented federal or state special education rules, or has failed to comply with an order issued by an independent hearing officer.

LEARN MORE GET STARTED

**Hearing**

A due process hearing may be requested by a parent, school, or IDOE concerning the identification or eligibility of a student for special education services; the appropriateness of the educational evaluation or the student's proposed or current level of special education services or placement; or any other dispute involving the provision of a free appropriate public education.

LEARN MORE GET STARTED

**Mediation**

Mediation is a voluntary process in which the parent and public or charter school attempt, with the assistance of trained impartial mediator, to resolve a dispute.

LEARN MORE GET STARTED

**Contact Us**

Office of Special Education/Due Process Team  
Indiana Department of Education  
115 West Washington St.  
South Tower, Ste 800  
Indianapolis, IN 46204

**For Help with I-CHAMP Issues:**

Email: [ichamphelpdesk@doe.in.gov](mailto:ichamphelpdesk@doe.in.gov)

**For All Other Special Education Issues:**

<http://www.doe.in.gov/special>  
Telephone: 317-225-0570  
Fax: 317-232-0869  
Email: [specialeducation@doe.in.gov](mailto:specialeducation@doe.in.gov)



# Up Next

## Compliance During COVID-19



# Compliance During COVID-19

**Dana Long,  
Dispute Resolution Supervisor  
and Special Education Attorney**



**@EducateIN**



**#IndianaOSE**

# Compliance During COVID-19

- **Timelines**
- **IEP Implementation**
- **IEP Revisions**



# Article 7 Compliance

Timelines	Evaluations Annual Case Review	Implementation	IEP Implementation	Revision	IEP Revisions
	Initial Educational Evaluations - Parent or LEA Referral		Communication with Parent		Communication with Parent
	Initial Educational Evaluations - Transition from Part C		Can the IEP be Implemented as Written?		Convene CCC Meeting (virtually, telephonically, in person)
	Reevaluations		Change of Placement/ Change of Location?		Revise Without Convening CCC - With Written Parental Agreement
	Annual Case Review		Ensure Access		



# Legislative Information and Updates

**Dana Long,**  
Dispute Resolution Supervisor and  
Special Education Attorney



@EducateIN



#IndianaOSE

# SEA 346

**One member of the SBOE must be a licensed special education teacher or administrator**

**Indiana Standards and Assessment Accommodations Task Force**

**SBOE, in consultation with The Arc and ICASE, shall select individual(s) who specialize in sped to consult with SBOE re: ILEARN**

**To extent permitted under federal law, IDOE shall provide same text-to-speech and calculator accommodation to students in grades 6 - 12 as in IEP or 504 plan**

**IDOE shall develop a notice no later than Feb. 1, 2021, for schools to provide to parents at a CCC if the student in grades 3 - 5 has an accommodation not permitted on the state assessment.**



# HEA 1341

**SAC shall develop a plan to inform former students who received a COC or another non-diploma certificate of recognition after Dec. 31, 2003; who had an IEP, 504 plan, service plan, or CSEP; and students who withdrew from school who were at least 16, of opportunities and resources.**

**Plan must include a description of how to contact former students; the opportunities that students have to earn a diploma; and a list of resources available regarding employment services and vocational training.**



# Thank You.

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